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ABSTRACT

This publication describes activities UNESCO is carrying out and the objectives it is pursuing. The following articles are included: (1) "Education and Human Development" (Federico Mayor, Director-General of UNESCO); (2) "Education and the Future" (Colin N. Power, Assistant Director-General for Education, UNESCO); (3) "What Is UNESCO and What Does It Do?" (4) "Regional Action for Education" (covers regional programs in Africa, Arab States, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean); (5) "Sharing Knowledge" (highlights international intellectual cooperation, statistics on education, quality of education and improvement of school achievement, scientific, technical and vocational education, higher education, training of educational personnel, and action in favor of disadvantaged groups); (6) "Cooperation for Development"; (7) "You and UNESCO" (details how one can participate in UNESCO's action, how information on education can be obtained, and a selected bibliography); and (8) "Where to Apply." Also included are addresses of regional offices, centers, institutions, national commissions, other bodies serving UNESCO's goals in all parts of the world, a bibliography, and a wide range of materials and references. (LL)

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UNESCO

Worldwide Action in Education

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TO THE READER

This brochure is designed to inform you of UNESCO's activities in the field of education, so that you will be able to play a more active and effective role in them.

As you will see, the brochure contains a large number of short explanatory articles describing the activities which UNESCO is carrying out and the objectives it is pursuing. But, equally important, it gives the addresses of regional offices, centres, institutions, National Commissions and other bodies serving UNESCO's goals in all parts of the world. It also provides a bibliography and a wide range of other materials and references.

UNESCO is your Organization. Its activities in education are dedicated to serving teachers, administrators, scholars, policy-makers and all other people engaged in or concerned with education. In the broadest sense, this includes all of us, for education, whether we realize it or not, is the force that will, more than any other, shape the future.

This is the second edition to be published. The first was brought out in early 1990, on the eve of the World Conference on Education for All. UNESCO's action in education is now focusing more sharply on the challenge of endeavouring to make Education for All a reality. The re-issue and updating of this brochure comes at an opportune time, in that it reflects the progress that has been made in the interim, the changes that have taken place and the new priorities that have emerged.

For further information on UNESCO's action in education, please contact the relevant UNESCO Documentation and Information Service. A list of centres is given on page 55.

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Glossary of abbreviations

Education and Human Development

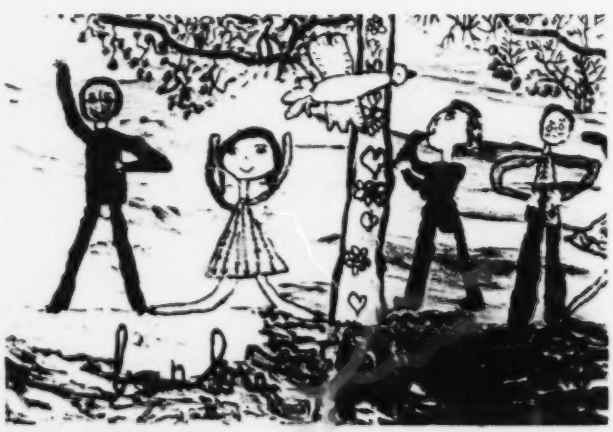
by Federico Mayor
Director-General of UNESCO

The mission of UNESCO set forth in its Constitution is that '*of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims*'.

This mission is as essential and urgent today as it was in 1945 when, in the aftermath of a great and terrible war, UNESCO was established. It confers upon our Organization an ethical responsibility as well as a technical role. Education, in the broadest and noblest sense of that term, is at the very heart of this mission. How, if not through education, can the defences of peace be constructed in the minds of men? How, if not through education, can the common welfare – development, as we would term it today – be advanced and ensured? For UNESCO, education is not only an end – indeed, a right, enshrined in the *Universal Declaration of Human Rights*; it is also our principal and often our sole means of action. An ethical mission is by definition an educational mission.

If its fundamental aims remain constant, the world in which UNESCO pursues them is in incessant change. Indeed, in recent years, the world has vacillated between hope and despair. The end of the Cold War, symbolized by the fall of the Berlin Wall, raised great hopes for the advent of a culture of peace and tolerance. Many of these hopes remain. The retreat of totalitarian ideologies, major initiatives on disarmament, the affirmation of freedom, human rights and democracy, the renewed commitment of the world community to international co-operation through the United Nations system and countless other developments provide real grounds for optimism.

At the same time, we have witnessed – in a context of escalating world poverty and degradation of the earth's environment – the difficulties inherent in the apprenticeship of freedom and democracy, the resurgence of nationalism, the growth of fundamentalism and of religious and ethnic intolerance. The roots of exclusion and hatred have shown themselves even deeper and more tenacious than we had feared. To our profound sorrow and chagrin, we have been forced to realize that peace is not a matter of circumstance or even of politics, but requires, in the words of the Constitution, '*the intellectual and moral solidarity of mankind*'. In a world in which our destiny is increasingly a collective and planetary one, no task is more vital than promoting, through education and



The tree of peace

culture, an active sense of tolerance and mutual understanding. For this is the only basis upon which a lasting peace can be established between nations and peoples.

If I have chosen to speak of education in a broad and abstract sense, it is because these are the terms in which the Organization's founders conceived its role. But they also realized that education has a very practical side and denial of education very tangible consequences, as the plight of the world's over 900 million illiterates attests. UNESCO is deeply committed to making the right to education an everyday reality, not a remote promise. Education is the *sine qua non* for effective participation in modern society. It is for this reason that the struggle against illiteracy and the promotion of Education For All are the top priorities of UNESCO. The quest for a literate world is a difficult and demanding one, but, in close co-operation with Member States and our partners in the United Nations system, we are pushing forward the frontiers of education, reducing the number of adult illiterates and out-of-school children and bringing closer the day when education will illuminate the lives of all the world's citizens.

UNESCO was born out of the tragedy of war in the conviction that the '*education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern*'. This mission is as vital today as it was yesterday and will be tomorrow.

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Two New Initiatives of UNESCO

Education and universal values

The worldwide issues forming the background to the Commission's thinking prompted the fundamental question whether education could purport to be universal. Could it by itself, as a historical factor, create a universal language that would make it possible to overcome a number of contradictions, respond to a number of challenges and, despite their diversity, convey a message to all the inhabitants of the world? In this language which, ideally, would be accessible to everybody and in which the maxims and views of the West would no longer be preponderant, all the world's wisdom and the wealth of its civilizations and cultures would be expressed in an immediately comprehensible form.

The message that this language would convey would have to be addressed to human beings in all their aspects, body and mind, material and spiritual activity, private person and citizen, individual and community member.

Report by Jacques Delors
International Commission on Education
First session, 2-4 March 1993

Educating for the twenty-first century

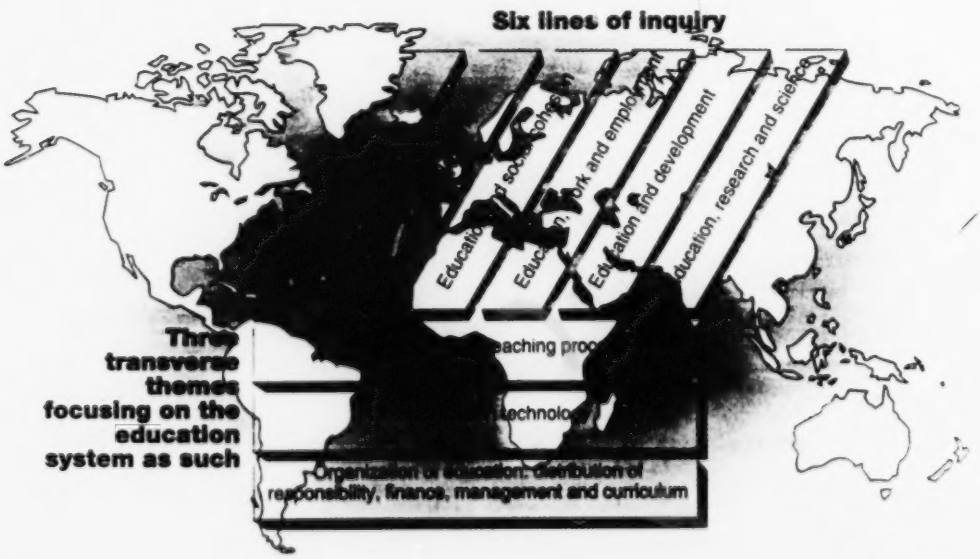
The International Commission on Education for the Twenty-first Century chaired by Mr Jacques Delors, is made up of fifteen members. It will be assisted in its work by a panel of distinguished advisers from all regions of the world and representing institutions in the forefront of educational thought.

Twenty years after the publication of *Learning to be*, it seemed opportune to initiate a fresh examination of education, its aims and processes, to study and reflect on the challenges facing education in the coming years.

The initial debates of the Commission revealed agreement on one central theme, namely the role of education in promoting harmony in the increasing globalization of human society. The Commission is attempting to discern how education could make a difference in bringing people into closer harmony, how it could help people learn to live together. Its members underscored the need to find ways in which to reflect adequately the diversity of situations and of the responses to these situations, while maintaining a strong central message.

The debate on the main turning points in human development will be continued in subsequent sessions and ad hoc working groups by region on the basis of specially commissioned studies. These turning points fall into three main categories: those related to the economy (in particular new configurations in the organization and distribution of work), those related to demographic change, and those related to science and technology, including the media. All three will have important consequences for ecology and the environment. The role of the nation state and the evolution of nation states as entities in relation to education was an underlying theme in these reflections.

International Commission on Education for the Twenty-first Century


Six lines of inquiry
Education and work and employment
Education and development
Education, research and science
Three transverse themes focusing on the education system as such
Organization of education: distribution of responsibility, finance, management and curriculum

Culture and Development in the twenty-first century

The World Commission on Culture and Development was established at UNESCO in December 1992. It began work in March 1993 under the chairmanship of Mr Javier Pérez de Cuéllar, former Secretary-General of the United Nations. It is to present, at the end of 1995, a World Report on Culture and Development, which will be one of the major events of the World Decade for Cultural Development. The Commission will make recommendations designed to provide guidance for policies in the sphere of both culture and development. Although the links between these two fields are perceived more and more clearly, they have yet to be analyzed in a comprehensive, methodical and co-ordinated way at the world level.

Mr Pérez de Cuéllar stressed in this connection that it is culture which 'holds the key to human, sustainable development based on sharing' and that 'development begins in human culture'. The cultural dimension of development will therefore be central to the work of the Commission. It is nevertheless not enough merely to repeat that it must be taken into consideration: it is also necessary to say how this can be done. The Commission's report should make it possible to move from theory to practice and to guide action towards the solution of specific problems. As stated in the Commission's mandate, 'in the future, development models should be focused on people and should foster cultural values instead of being prejudicial to them'.The two Commissions, which are complementary to each other, will co-operate closely. Mr Pérez de Cuéllar stated in this connection that 'education, which is, by the same token as science, an essential dimension of culture and is also its principal means of transmission - is first and foremost a long and reciprocal relationship with citizenship, with cultural, economic and social development'.

Education and Culture

Education is a key link in the connecting structure between culture and development. What methods are likely to ensure better symbiosis between each person's culture, the education that transforms us, and the development to which both should contribute but which in return should be geared to the cultural and educational goals? Should we not open up a line of research in this field to ensure that there is no repetition of the failure of socially maladjusted models of cultural and educational development?

Culture can permeate development only if it first permeates education and if in return education effectively promotes fulfilment in one's own culture, and not merely social or professional selection, which very often and in many societies leads to the brain drain.

Javier Pérez de Cuéllar
Address at the inaugural meeting of the WCCD, 7-21 March 1993

Learning to be
Towards an educating society

Learning to be, the report of the International Commission on the Development of Education, presided over by Edgar Faure, was published in 1972. With its many reprints and language versions it became one of UNESCO's most popular publications.

Edgar Faure and his colleagues produced this report against the background of the student demonstrations and crisis of authority which marked the late 1960s, at a time when about one-third of the Member States had just gained their independence, a time of hope and optimism inspired by widespread economic growth.

The main theme, as Edgar Faure wrote in his presentation of the report, is that education can only be *overall* and *lifelong*. 'We should no longer assiduously acquire knowledge once and for all, but learn how to build up a constantly evolving body of knowledge all through life - learn to be.

Education and the Future

by Colin N. Power
Assistant Director-General for Education, UNESCO

UNESCO's action in education is aimed at two essential goals. The first of these is, quite simply, to make the right to education a reality for all the world's citizens. This is a task as enormous as it is essential. Enormous because there are today over 900 million adult illiterates and over 100 million children of primary school-age who are not enrolled in school. Essential because education is the principal means for preparing people to participate effectively in the development of their communities and nations.

The second major objective of UNESCO's action is to assist its Member States in building and renovating education systems to meet the challenges of the 21st century. It is obvious that the world is undergoing profound scientific and technological revolutions. Education must prepare the citizens of today to live and work in the world of tomorrow, a world in which the only constant will be change. Yet, if the technological revolution is the most visible sign of the times, political, social and economic changes are also imposing new challenges and responsibilities upon education systems. Certainly, the most urgent of these is that of constructing a culture of peace and tolerance in which differences and diversities are viewed as a source of richness and not as a threat to one's own values and being. Our very survival may ultimately depend upon our success in confronting this challenge.

'Towards Basic Education for All' reflects elements of both continuity and change in UNESCO's mission. It pursues work in the field of literacy in which UNESCO has been engaged for more than forty years and is directed at implementing the Organization's Plan of Action to Eradicate Illiteracy. Yet, at the same time, it is built upon a new concept of partnership among international agencies in the promotion of basic education which emerged from the World Conference on Education for All. This programme is designed to meet two inter-related aims: increasing access to basic education while, at the same time, improving the quality and relevance of such education. Particular attention is given to providing women and girls with increased access to education: over 60% of illiterate adults are women and over 60% of out-of-school children are girls; further, the education of women and girls lowers fertility rates and improves the retention and achievement of their children in school, thereby breaking the cycle of illiteracy. Hence, it is a long-term investment in facilitating needed social and cultural transformations. More generally, the programme focuses upon putting education at the service of the most disadvantaged groups in society – e.g., street children and refugees – where the need is greatest.

Education for peace

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UNESCO's efforts to improve the quality of basic education are multifaceted, dealing, for example, with the training of teachers, the management of schools, the provision of learning materials and the measurement of learning outcomes. A new activity will focus on the quality and relevance of the first 4,000 hours of primary schooling. This corresponds roughly to the first four years of schooling and is often all that many children receive. While the long-term goal must be to offer all children, at least a full cycle of primary education, in the interim, education systems should recognize the vital importance of these first years and do everything possible to ensure that they provide children with a sound basic education and instill in them the desire to continue learning in school, if at all possible, and, if not, on their own.

'Education for the Twenty-first Century' is based upon the assumption that the challenges facing societies at the threshold of the twenty-first century call for a fundamental review of education worldwide. This is, in particular, the role of the Commission on Education for the Twenty-first Century. But it is also the purpose of the programme as a whole. This programme examines the renewal of scientific, technical and vocational education at the secondary level, the role of higher education in seeking solutions to the problems of society, the diffusion of information on educational research and innovations, and the reconstruction and transformation of educational systems in societies experiencing profound changes. In a global situation in which more and more countries find themselves beset by crises and unexpected difficulties, it is UNESCO's responsibility to ensure that its limited resources are used to maximum effect to aid them.

Particular attention is being given to the needs of the least developed countries as their progress depends critically upon the education of their populations. There is also a need to provide the emerging States of eastern Europe and central Asia with technical support and access to information useful to them in rebuilding their educational systems. Tragically, UNESCO is also increasingly called upon to assist in the education of refugees in all regions of the world. While education meets only one of the many needs of refugees, it interjects an element of normalcy and hope into lives shattered by disaster.

UNESCO is today, as it was in 1945, deeply engaged in the task of assisting and supporting Member States in building education systems capable of meeting the requirements of a world in constant, accelerating and often tumultuous change. Preparing individuals to understand and value their cultural identities and to respect those of others, while assisting them to cope with the challenges and uncertainties inherent in an age of change, this is the task of UNESCO, a responsibility as demanding as it is necessary.

The will to learn

Education in the programme and budget for 1994-1995

Major Programme Area I
"Education and the future"

I.1 Towards basic education for all
- I.1.1 Expanding and improving the provision of basic education
- I.1.2 Improving the quality and the relevance of basic education
- Interdisciplinary project: "The young child and the family environment"

I.2 Education for the twenty-first century
- International Commission on Education for the Twenty-first Century
- I.2.1 Renewal of secondary, technical and vocational education
- I.2.2 Higher Education
- I.2.3 Supporting educational innovation, research and information
- I.2.4 Reconstruction of education systems
- Interdisciplinary and inter-agency co-operation project: "Environment and population education and information for human development"
- International Bureau of Education
- International Institute for Educational Planning
- UNESCO Institute for Education

Co-operation for development and Participation Programme

Major Programme Area V

V.2.2 Education for peace, human rights and democracy

Education for All

Placing more children in classrooms and more adults in literacy classes doesn't do much good if they don't learn something of value while they are there. That is why UNESCO engages in activities intended to improve the content of basic education, the effectiveness of teachers and instructors and the efficiency of schools.

EFA cannot be achieved through a simple "business-as-usual" approach. What is needed is new thinking and innovative approaches. In March 1990, the World Conference on Education for All in Jomtien, Thailand, launched an historic campaign to make basic education – encompassing early childhood and primary education, literacy and life skills training for youth and adults – available to all by the year 2000. A follow-up programme launched with several Jomtien partners, for example, seeks to identify and promote innovations in basic education in developing countries in order to make them known to others, thereby encouraging mutual learning.

UNESCO also helps countries gauge their own progress towards EFA goals, and bolster their technical capabilities with training and support. The Organization assists in preparing projects which countries submit for funding support, and helps raise funds from multilateral and bilateral donors.

One important area of action is to foster a policy dialogue and improve co-operation between all partners involved in the EFA initiative. UNESCO therefore works closely with other United Nations agencies, non-governmental and voluntary organizations and the media to keep basic education high on the political agenda, thereby promoting governmental action.

Is Education for All an impossible goal? The challenge is certainly daunting, but with renewed political will, and enhanced international solidarity and approaches, it can be achieved.

EFA Forum

The International Consultative Forum on Education for All, established subsequent to the Jomtien Conference, is an informal mechanism enabling all the participants represented at the Conference and interested in ensuring that it will be followed up to consult each other and exchange information. Comprising 60 personalities representing a cross-section of all those concerned including the media and the business community, the Forum works to maintain basic education high on the international agenda. The Forum's Secretariat undertakes a range of activities such as supporting a network of NGOs, putting out the quarterly newsbulletin *EFA 2000*, operating a database on country follow-up to Jomtien, and publishing EFA status reports.

Improving basic education in the French-speaking countries of the Sahel

Burkina Faso, Chad, Mali, Mauritania, Niger and Senegal

This project, which represents one of the first practical applications in the countries of the Sahel of the recommendations adopted at the Jomtien Conference, is simultaneously implementing two components for non-formal education: the development of national management capabilities and the production and distribution of teaching materials for literacy and post-literacy training.

Achievements so far can be summarized as follows:

I. Six national educational management training teams, composed of 35 trainers, have been given instruction at the subregional level. Five training modules have been prepared for educational management trainers at the subregional level, along with six sets of training materials for the individual countries.

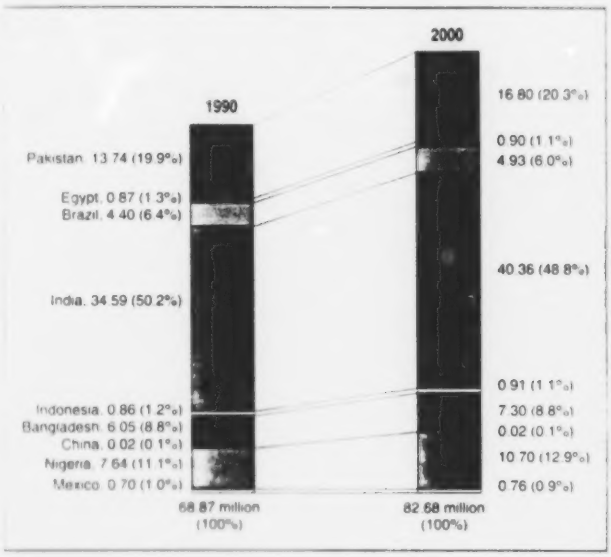
II. Some 500,000 literacy and post-literacy primers have been produced and distributed in the six participating countries. Six national workshops, attended by 200 non-formal education workers, were held to ensure the careful selection of the materials and improve their quality. A film illustrating all aspects of the project has been produced.

The EFA Initiative of the Nine Most Populous Developing Countries

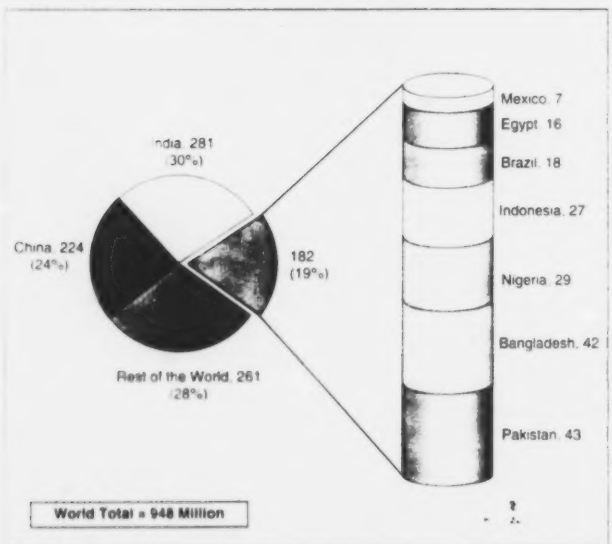
It is said that a picture is worth a thousand words. If so, should not two pictures be worth two thousand words? Study the two graphs and you will quickly understand the logic and purpose of the **EFA Initiative of the Nine Most Populous Developing Countries**. These nine countries - Bangladesh, Brazil, China, Egypt, Indonesia, India, Mexico, Nigeria and Pakistan - which account for just over half the planet's population, have 72 per cent of the world's illiterates and over half of its out-of-school children. Hence, unless there is significant progress in these countries, it will be difficult to improve the educational situation in the world as a whole. Put in positive terms, these countries offer a way 'to get a handle on the problem'. By concentrating on only 9 of the world's 200 or so countries, global educational statistics could be dramatically improved.

In December 1993, the Heads of State and/or Government of these nine countries will meet in New Delhi, at an **Education for All Summit** to pledge themselves and their governments to new efforts to spur the progress of education in their countries and by extension in the world as a whole.

The Nine Most Populous Developing Countries
Estimated number of out-of-school children in 1990 and 2000 (in millions)



The Nine Most Populous Developing Countries
Estimated number of adult illiterates, in 1990 (in millions)



Inter-generation education and safeguarding of the cultural heritage

Inter-generation education has its roots in the way in which knowledge is exchanged between older and younger generations. It is concerned with the preservation of parts of the cultural heritage which are not handed down by formal education - medicine, health remedies, traditional crafts, folklore, etc. - and the preservation of skills patiently acquired by older people but which it has not been possible to pass on to the younger generations. This knowledge is collected and put into booklets or other publications, and is taken up and used in the people's centres as educational post-literacy material. In this way, the young generations, though literacy education, become familiar with traditional art and culture.

Through UNESCO's assistance, students from the University of Legon in Ghana have launched a project to make an inventory of customs, songs, proverbs and other traditional practices. This work is being carried out carefully and meticulously and is safeguarding the cultural values of the region while establishing a rewarding dialogue between the students and older people.

Coping with New Challenges

- **Population Growth**
- **Environmental Degradation**
- **Quality of Life: Health, AIDS and Drugs Problems**
- **The Crisis in Human Values**

In education, as in its other fields of competence, UNESCO seeks, through its action and thinking, to contribute to tackling the major challenges facing the world today.

A feature of the last years of this century is the growing importance attached by the international community to development problems and their humanistic and social aspects, as reflected in particular through the organization of a series of important international events: conferences on Environment and Development (1992), on Human Rights (1993), on Population and Development (1994), on Women and Development (1995), the World Summit for Social Development (1995), and the United Nations Year for Tolerance (1995). In preparation for these events, UNESCO organized in 1993 an International Congress on Population Education and Development in Istanbul, a Pan-African Conference on the Education of Girls in Ouagadougou and an International Congress on Education for Human Rights and Democracy in Montreal.

The campaigns against drug abuse and AIDS also occupy an important place in international concerns and UNESCO is contributing to prevention through its education programmes.

A further feature of this period is the increase in international activities aimed at preserving or consolidating peace. UNESCO's action in this field is planned with due regard for the overall background against which national capacities have to be rebuilt and democratic dialogue has to be restored. With this in mind, UNESCO has embarked on fresh action to reconstruct educational services through a series of activities aimed at providing emergency assistance to those Member States faced with the need to make far-reaching changes in their education system and at providing educational services for refugee or displaced populations.

The UNESCO stand at the International Conference on AIDS in Africa, Dakar, 1991

Environment, Population, Development

The interdisciplinary inter-agency co-operation project *'Environmental and Population Education and Information for Human Development'* is directly linked to the follow-up to the recommendations of the United Nations Conference on Environment and Development. In its bid to tackle environmental, population and development issues, – issues which are becoming increasingly interlinked –, the project seeks fresh approaches to education, training and information that will be both integrated and based on sound scientific data. The project will foster the combined thrust of multilateral assistance by strengthening co-operation with institutional partners of the United Nations system.

Governments should give priority to quality and equity and administration targets for improving girls' education within the framework of national development plans; ...

The Ouagadougou Declaration on the Education of Girls, 1993

Education for human rights in a changing world should be participatory and operational, creative, innovative and empowering at all levels of civil society.

World Plan of Action on Education for Human Rights and Democracy, Montreal 1993

An education concerning population issues should be provided for both sexes and all age groups at all levels and in both formal and non-formal education.

The Istanbul Declaration on Population Education and Development, 1993

Prevention through education

School today has a duty to contribute to the fight against drug abuse and AIDS. Preventive education is aimed not so much at spreading knowledge as at bringing about a change of attitudes and behaviour among young people and helping them to contend with these problems.

UNESCO, with other U.N. agencies, the European Communities and relevant NGOs, is endeavouring to promote new methods of education through pilot projects. It is also promoting the exchange of information on experiments carried out in different parts of the world. Several information centres have been set up. These include, at Headquarters, the AIDS School Education Resource Centre (ASERC), which has a collection of over 2,000 documents and handbooks and more than 500 audio-visual items, and an international information network for education on the prevention of drug abuse, which publishes a newsletter.

Integrating prevention through education into school curricula and into out-of-school educational activities has now become a priority and it is essential to convince decision-makers of the need for an integrated approach to these questions. With that in mind, UNESCO is planning to organize regional seminars to increase awareness of these problems.

Education for Peace, Human Rights and Democracy

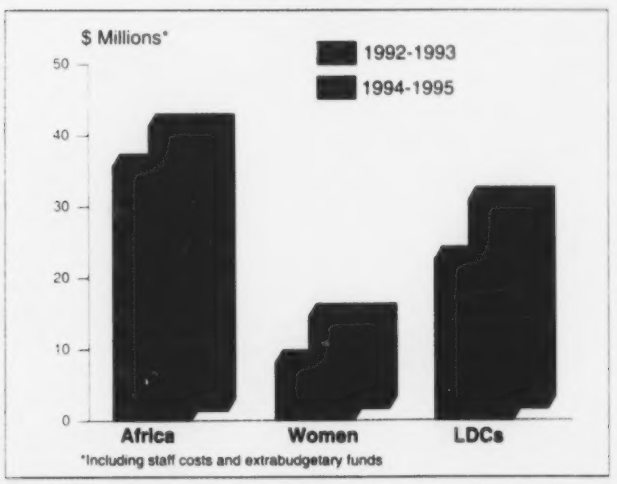
UNESCO has been endeavouring for many years to set up a comprehensive system of training and education for human rights and intercultural understanding, covering all educational levels and targetted on a number of groups, such as schools and universities, along with such occupational categories directly involved in the protection of human rights, like magistrates, police forces and elected representatives.

The main partners in this undertaking are the 2,800 Associated Schools spread over 114 countries, the network of Associated Universities, and the UNESCO Chairs for peace and human rights.

The activities involved include the development of prototype curricula and educational materials such as the *Human Rights Teaching Handbook* for universities or methodological guides such as *International understanding through foreign language teaching*; the organization of bilateral or multilateral consultations for the revision of school textbooks; training workshops and other similar activities.

Fresh emphasis is laid on creating a culture of peace. In this context, priority is given to education, both formal and informal, using cross-conflict teams. These may include, for example, teams to design new curricula or administer a model school. Educational exchanges and other co-operative ventures are supported and initiated. At the university level, a special chair for peace culture will be established in association with related disciplines.

Priority target groups (1994-1995)



The 1994-1995 Programme and Budget gives greater attention to meeting the needs of the three priority target groups: Africa, women and the least developed countries.

Environmental education through investigation, Malaysia 15

Emergency assistance

If peace-keeping is a role for the Security Council, peace-making is a central concern for UNESCO whose constitution requires it "to build the defences against war" in people's minds.

In countries experiencing emergencies, UNESCO, in co-operation with the United Nations Department for Humanitarian Affairs and other agencies is providing assistance for the reconstruction of educational, scientific and cultural institutions destroyed by war. These activities, while catering for emergency situations, are nevertheless part of a long-term framework for development involving the training of human resources and the promotion of endogenous capacities. It is noteworthy that in many countries, education is becoming a focus for national consensus, rising above political or ideological divisions:

- in Mozambique, an emergency education plan has been drawn up in co-operation with UNDP, UNICEF and UNHCR, for demobilized child soldiers victims of the war;
- in El Salvador, a forum of reflection on education and the culture of peace was held in April 1993;
- in Cambodia, literacy and human rights education programmes have been organized for demobilized soldiers.

UNESCO has co-operated in humanitarian aid operations carried out under the aegis of the United Nations. These were mainly focused on creating temporary educational structures to ensure continuity in the education of war victims:

- in Somalia: the 'Islands of education for peace';
- in Slovenia and Croatia: the development of educational centres for refugee children;
- in Afghanistan: the creation of tent schools and mobile literacy teams;
- implementation of the SHARE programme of humanitarian aid for the education of refugees.

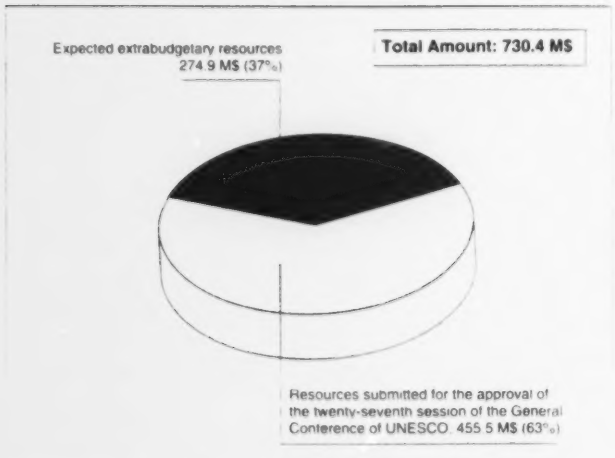
What is UNESCO and what does it do?

UNESCO's Role

UNESCO is not a funding agency, nor is it a research institution. Its chief function lies in the development of human potential. Its role is to facilitate the transfer and sharing of knowledge – knowledge of how to eliminate illiteracy, the greatest obstacle to development; of how to improve education systems in an age where the key resources are intelligence, creativity and adaptability; knowledge needed to protect the environment and master the phenomenon of population growth; knowledge to grant everybody access to science and technology while stemming the brain drain; to strengthen communication capacities and facilitate the circulation of information; and to foster mutual respect and tolerance, democratic participation and awareness of human rights.

That is why the eradication of illiteracy and the promotion of basic education for all continue to receive the highest priority. UNESCO co-operates with its institutional partners, as well as with competent non-governmental organizations, in the implementation of activities developed within the Jomtien Framework of Action for Education for All. This is also why priority is given to the education/training dimension and the 'sharing and transfer of knowledge' function in every one of UNESCO's fields of competence.

UNESCO, 1994-1995
Total resources foreseen


Expected extrabudgetary resources
274.9 M$ (37%)
Total Amount: 730.4 M$
Resources submitted for the approval of the twenty-seventh session of the General Conference of UNESCO: 455.5 M$ (63%)

UNESCO's own budget includes resources provided to Member States for national and regional activities which strengthen the Organization's action (Participation Programme). Extrabudgetary resources are provided by various international and bilateral financing agencies.

Interdisciplinarity: UNESCO's unique contribution

UNESCO is charged with the task of welding together ideas, knowledge and aspirations. It is the only international organization with a field of action covering education, natural and human sciences, culture and communication. This confers unique significance on its work in each of these areas. UNESCO can both plan and carry out actions which take into account the interrelationship between these different fields: those which tend to strengthen the role of education so as to give the world a scientific view of things and spread a scientific culture; those which make it possible to profit from the contribution of the media to education, while at the same time ensuring through education that critical judgement is brought to bear on them and their socio-cultural impact is analysed; and those enabling the foundations of cultural creativity to be laid through arts education.

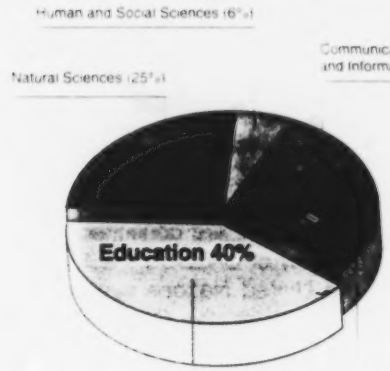
Today, UNESCO's action is more and more geared to solving major contemporary problems ensuring peace, development and the protection of the environment. These problems, which are in any event interlinked, are complex by nature and call for an interdisciplinary approach.

The Constitution gives priority to UNESCO's ethical role

UNESCO is a United Nations Specialized Agency established in London in 1945 after the Second World War. Its purpose is "to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations" (Constitution, Article I).

The ethical imperative lies at the heart of UNESCO's mission. UNESCO's task within the United Nations system is above all to contribute, primarily through education, to the promotion of human development and the building of a culture of peace based on human rights, tolerance and democracy.

UNESCO, 1994-1995
Distribution of total programme provisions* by major fields



Total Amount: 730.4 MS

of which 47% for Basic Education for All

*Estimates drawn from the Draft Programme and Budget for 1994-1995

*This diagram shows the distribution (in percentage) of programme allocations. The allocations to education represent 40 per cent of the total. Within education, about 47 per cent are foreseen for activities concerning **Basic Education for All**. Furthermore many of the activities in other parts of the Programme and in UNESCO's specialized institutes are also directed to this goal.*

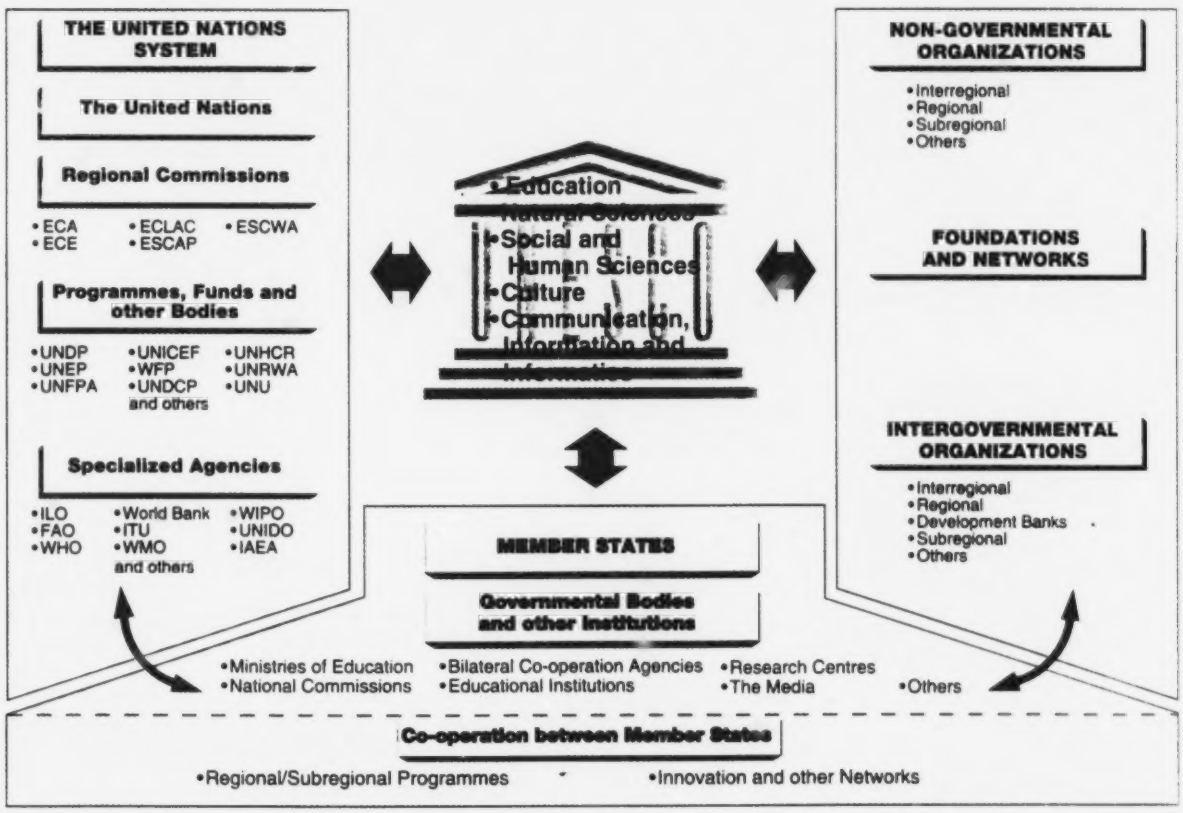
UNESCO co-operates with...

the United Nations and Other Intergovernmental Bodies,

As a United Nations Specialized Agency and an Intergovernmental Organization, UNESCO co-operates actively with the other agencies and institutions of the United Nations system and with intergovernmental, interregional, regional or subregional organizations. It also collaborates with bilateral technical co-operation institutions.

This concerted action is particularly important in the preparation of the Organization's six-year plans and its biennial Programmes and Budgets, on which not only Member States but also the institutions of the United Nations system and NGOs are consulted and give their views. The consistency of UNESCO's action with that of its partners in the United Nations system is also discussed within the Administrative Committee on Co-ordination, in respect of matters of system-wide concern, such as co-operation with financing institutions and forms of operational action and, on another level, the concepts relating to human resources and their role in development, of which they are both the means and the end.UNESCO is naturally also involved in the humanitarian aid operations carried out under the aegis of the United Nations and is also associated with the action of the United Nations system as a whole in areas regarded by the international community as requiring priority attention, such as, in 1993, the specific concerns of indigenous populations or in 1995, the problems of tolerance and the World Summit for Social Development. Many priority issues in the action of the United Nations system have components which relate to the Organization's fields of competence, and to education in particular.

Education: UNESCO and its Partners

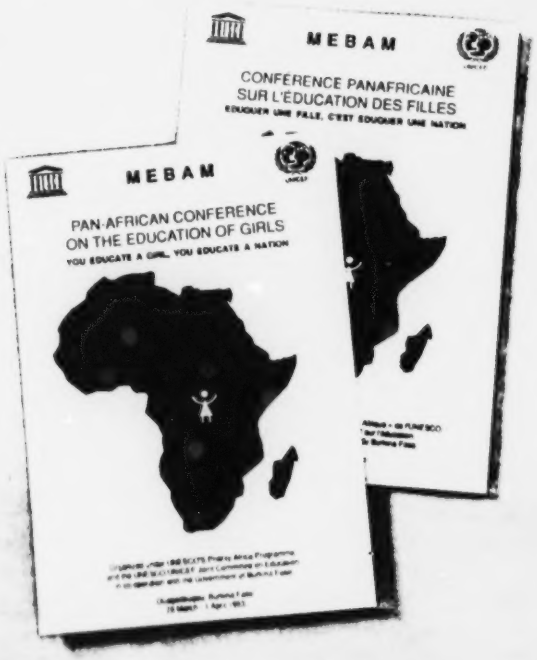


Member States,

...through Ministries of Education and National Commissions. As of 1993, out of 178 Member States, 165 had set up National Commissions for UNESCO, each with the task of involving the country's educational, scientific and communication circles, as well as its main institutions, in UNESCO's work. As vehicles for liaison, information, discussion and implementation, the National Commissions issue publications, ensure the country's participation in international programmes, arrange seminars and make UNESCO's ideals widely known. UNESCO is giving increasing support to the National Commissions, so that they can play a more active role in the preparation of technical assistance requests, particularly under the Participation Programme. Also, through the various networks and regional programmes UNESCO offers Member States unique opportunities for co-operation between themselves at the international, regional and sub-regional levels.

and Non-governmental Organizations

Over 600 non-governmental organizations (NGOs), foundations and similar institutions maintain working and mutual information relations with UNESCO. They are very varied and have activities and interests which range over all the Organization's fields of competence, whether they be specialist or learned organizations (teachers, scientific research workers, philosophers, sociologists, journalists, writers, lawyers or other professions) or mass organizations (trade unions, co-operatives, women's associations and youth movements). These organizations are associated with the elaboration and implementation of UNESCO programmes and support its activities through their worldwide membership and their national branches in many countries. The Education Sector maintains collective consultations with NGOs specializing in higher education, literacy and science education and with the main teachers' organizations.



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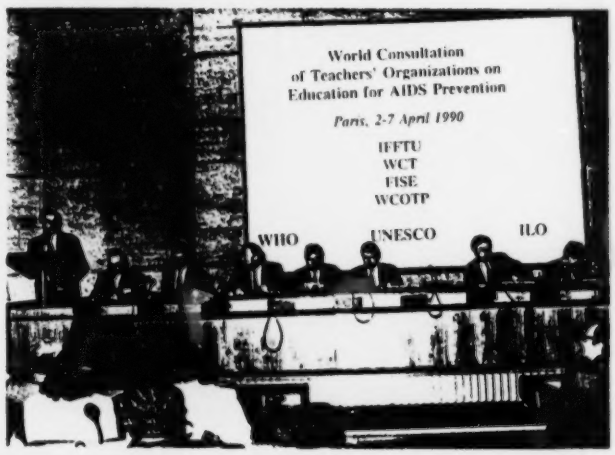

19

19

UNESCO in the World

Thinking globally
Acting locally

UNESCO's activities in education are highly decentralized. In each region, UNESCO's programme is implemented by a variety of units which serve as conduits between the Secretariat in Paris, national authorities and the intellectual community. They seek active partnerships with United Nations sister organizations and are instrumental in advising countries on project design and fund-raising opportunities, while

feeding back information to Headquarters on Member States' needs and aspirations. Through its field units, the Organization can be more responsive and more efficient in fulfilling its mandate. Global issues and international and inter-regional co-operation are dealt with by Headquarters. Three specialized institutes have responsibilities in training and research.

UNESCO's Educational Institutes

Researchers, planners and managers for tomorrow's education

In specific educational areas, UNESCO's work is underpinned by three separate institutes which conduct research and training programmes. Comparative education and planning are covered respectively by the International Bureau of Education (IBE) in Geneva and the International Institute for Educational Planning (IIEP) in Paris. Lifelong education, literacy and adult education are dealt with by the UNESCO Institute for Education (UIE) in Hamburg. Two regional centres also operate in the field of post-secondary education: CRESALC for Latin America and the Caribbean, and CEPES for Europe.

The International Bureau of Education (IBE), Geneva

The International Bureau of Education is a study and information centre in the field of comparative education. Founded as a private organization in Geneva in 1925, the IBE became the first intergovernmental organization in the field of education in 1929. In 1969, the IBE changed its status to become an integral part of UNESCO, while retaining broad intellectual autonomy.

The IBE prepares and organizes the International Conference on Education (ICE), which is convened every two years in Geneva by the Director-General of UNESCO. Each session of the Conference deals with a specific theme and leads to the adoption of an international recommendation on that theme addressed to Ministers of Education worldwide. The forty-fourth session of the Conference will be held in 1994 on "Appraisal and perspectives of education for international understanding".

The Bureau houses a documentation centre, which contains more than 100,000 books, documents and periodicals, and microfiches. Among the documents available, there is a large collection of national reports on educational developments and innovations, and replies by Member States to the IBE questionnaires on the ICE themes. IBE's databases can be consulted on request. The IBE collaborates with more than 100 national documentation centres through its International Network for Educational Information (INED).

For those working in the field of educational research, information and documentation, the IBE organizes training activities in the form of a scholars-in-residence programme, workshops and brief courses on the techniques of librarianship.

The IBE publishes educational studies and reference works, such as the *International Yearbook of Education* and the *UNESCO: IBE Education Thesaurus*, as well as newsletters and periodicals. As of 1994, UNESCO's quarterly *Prospects* will become the IBE's main international review of comparative education.

The UNESCO Institute for Education (UIE), Hamburg

The UNESCO Institute for Education was established in 1951 in Hamburg, Germany. It focuses on adult and non-formal education within the framework of lifelong learning, and specifically on adult literacy and continuing education. UIE's activities comprise research, training, documentation dissemination and have a worldwide outreach.

Decisions on programme activities and the budget are made by the UIE Governing Board and the UNESCO General Conference. The Institute's financial resources are provided by UNESCO, the German Government, the authorities of the Hanseatic City of Hamburg, and other funding sources.

Currently, the Institute's main tasks include:

- collecting and analysing information on research in the field of adult education. Particular attention is given to educational opportunities for migrants, minorities and other underprivileged communities, to women and literacy;
- conducting co-operative research projects related to non-formal basic education for adults and out-of-school youth, including projects

IBE, Geneva

IIEP, Paris

UIE, Hamburg

20, 21, 22

on the development of alternative learning approaches for out-of-school youth, the improvement of evaluation practices, the use of mother tongues and national languages in literacy and post-literacy in industrialized countries;

- strengthening information exchanges and the extension of networks in the field of adult and continuing education. Through its Exchange Network on Literacy and Post-Literacy in Industrialized and Developing Countries, UIE stimulates co-operation between educational researchers and practitioners around the world.

The Institute houses a documentation centre and a library specializing in literacy and continuing education, containing over 50,000 publications and documents.

UIE Publications include the *International Review of Education*, handbooks and reference books, studies on Literacy in Industrialized Countries, reports and a newsletter.

The International Institute for Educational Planning (IIEP), Paris

Founded 30 years ago, the IIEP, based in Paris, is concerned with training and research in the field of educational planning and aims at reinforcing national capacities in policy planning, management and evaluation of education.

The 1,000 mark was passed in the number of trainees participating in the annual nine-month course, while over 2,300 persons have participated in the intensive courses and workshops which IIEP organizes in a number of countries and subregions.

IIEP's research and study programme are relevant to the Organization's main priorities on basic education for all and human resources development, and lead to the production of training materials and modules. For the period 1990-1995 this covers such topics as improvement of the quality of education, access for disadvantaged groups and ways to reduce inequalities, management of the transition from school to work, planning science education for secondary schools, new trends in technical and vocational education, institutional management of higher education as well as financing, management and administration of education.

IIEP disseminates new technical concepts in educational planning through a large-scale programme of publications and documentation. The Institute has published some 700 titles, including research reports, case studies, training materials, reference books and the *Fundamentals of Educational Planning* series, all of which are available in English and/or French, increasingly also in Spanish.

The Documentation Centre has some 37,000 books and documents as well as around 550 periodicals dealing with educational planning and related subjects.

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Regional Action for Education

In the regions, UNESCO's mission is to assist in establishing and operating institutions dedicated to education, research and cultural development; help countries to formulate national policies that will achieve these goals; stimulate debate on important topics; strengthen institutional capacity for research and training so that countries and regions can find their own paths to self-sufficiency rather than depend on imported expertise; provide linkages and networking facilities that enhance the work of both individuals and institutions through resource-sharing and community partnerships.

Adult education in rural areas

The Regional Programmes:

Instruments for Expanding and Reforming Primary Education and Promoting Adult Education

The building blocks of UNESCO's global action in favour of literacy and education for all are its regional projects and programmes for literacy: the Major Project in the field of Education in Latin America and the Caribbean, the Regional Programme for the Eradication of Illiteracy in Africa, the Asian and Pacific Programme of Education for All, and the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000. In addition, an information-exchange network based at the UNESCO Institute for Education (Hamburg) provides a mechanism for facilitating co-operation among industrialized countries faced with problems of 'functional illiteracy', i.e.an inability to use reading and writing with adequate proficiency to cope with the challenges of life in complex modern societies. All regions of the world are now covered.

The regional literacy programmes are examples of unity in diversity. All are based on two fundamental principles: technical co-operation among developing countries (TCDC) and the need to combat illiteracy through a global approach combining the universalization and renewal of primary education with stepped-up literacy work among out-of-school youth and adults. All programmes give special attention to the education of women and girls and to literacy follow-up activities designed to encourage the reading habit. But each programme is unique, adapted to the special needs and circumstances of the region it serves. They differ in the specifics of the objectives they pursue, in their modalities of operation and in the manner in which they are guided or governed. Yet, the ultimate goal of all programmes is the same: education for all.

These programmes have originated in the periodic Conferences of Ministers of Education convened by UNESCO. Since it is Member States themselves which have conceived these programmes, their committment to success is evident. The major difficulty affecting these programmes and limiting their impact concerns the economic constraints confronted in the developing regions they serve. Progress towards regional goals evidently depends upon the success of national efforts. But, in

Primary school in Chad

many countries, these efforts are faltering because of the economic crisis which has severely restricted the development of education. Thus, while viable and valuable mechanisms for regional co-operation are in place, the resources needed to give added impetus to them are in critically short supply. Fortunately, with the growing realization that education is the essential key to development and the increased commitment of the international community following the World Conference on Education for All, both the mobilization of internal resources and the availability of external support to basic education activities in developing countries have improved.

The Bases of Regional Co-operation

1981 Launching of the Major Project in the Field of Education in Latin America and the Caribbean

1984 Launching of the Regional Programme for the Eradication of Illiteracy in Africa

1987 Establishment of a network for exchange of information and documentation on functional illiteracy among industrialized countries at the UNESCO Institute for Education (Hamburg)

1987 Launching of the Regional Programme for Universal Provision and Renewal of Primary Education and Eradication of Illiteracy in Asia and the Pacific (APPEAL)

1989 Launching of the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000 (ARABUPEAL)

Street libraries in Manila

Books are coming to the streets of Manila, and with them 'street librarians', thanks to Movement ATD Fourth World and UNESCO.

The street libraries are aimed at creating an environment in the poorest districts of Manila where everybody is encouraged to learn, and where both children and parents have access to knowledge without the routine of their daily lives being disrupted.

ATD Fourth World and UNESCO have designed their pilot project to train 'street librarians' how to run their libraries and, more important still, to instil in them an understanding of what the street libraries can come to represent for children and their families. For it is children who have been deprived of schooling and literacy who have to make their own way to learning through the street libraries and encourage adults to join them.

The future 'street librarians' are students of the National University of the Philippines and volunteers who are eager to share their knowledge and demonstrate to the underprivileged children of Manila that they too can learn. They will be trained by members of ATD Fourth World's volunteer force, and some of the children and parents with whom they will be working will play an active part in the training process.

Africa

Regional Office

Office

* July 31st, 1993

UNESCO-Dakar
Regional Office for Education in Africa (BREDA)

UNESCO-Nairobi
Regional Office for Science and Technology in Africa (ROSTA)

UNESCO, 1990-1993*
Co-operation for development in education

	Number of countries concerned	Resources utilized (MS)	Number of Projects		
			completed	on-going	in preparation
Total	44	58.1	81	119	33
of which Least Dev. Countries	33	36.8	44	72	15

* Excluding Arab States. 1993 data have been estimated

Education for Economic Recovery and Development

Priority: Africa

The "Priority: Africa" Programme is the practical expression of UNESCO's determination to contribute to the United Nations New Agenda for Development in Africa in the 1990s (UN-NADAF) and to the Global Coalition for Africa. The aim of this contribution is to procure extrabudgetary resources to support regional and subregional co-operation of an interdisciplinary and intersectoral nature. Under the Priority: Africa Programme, pluridisciplinary missions to identify co-operation projects are being organized, national specialists are being trained for that purpose, and regional programmes are being drawn up relating to the management of higher education, the development of distance education and educational technologies, and the enrolment of girls in school, having regard to the implications of these programmes in the fields of science, culture and communication, and to the development of a culture of peace in the region as their ultimate goal.

Basic Education

As part of the Regional Programme for the Eradication of Illiteracy, the IFOMA Project (Innovation, training, educational materials) concerns the relations between education and the world of work in rural areas, and education for the quality of life and the environment.

Subregional programmes in support of education for all are being established for western and central Africa, eastern and southern Africa and the countries of the Sahel. A regional programme is aiming to improve the capability and qualifications of heads of schools in administrative and educational management.

Science and Technology Education for All

The key components in science and technology education for all have been identified by the Regional Consultative Committee. Special attention is focused on the inclusion of endogenous and traditional technologies, which are an integral part of the African cultural heritage.

Population Education

Population education has made spectacular progress in Africa. Almost all the African countries have, or are about to have, population education programmes, which are expected to help them to overcome the two major handicaps facing Africa – the deterioration of the environment and over-rapid population growth – and to combat the spread of AIDS.

Post-apartheid Education

With a view to contributing to the reconstruction of a post-apartheid education system in South Africa, UNESCO is endeavouring to lay the foundations of a major educational project designed to ensure that high-quality education is available to all. A first priority will be the training of educational managers and planners, the development of new curricula and the reform of teacher-training programmes.

Priority: Africa

Teacher Education in Namibia

Some 4,600 teachers in Namibia's schools (about 35 per cent of the total) have never had teacher training or completed a basic education cycle.

UNESCO has been instrumental in setting up an in-service teacher education project to complement pre-service improvement of teacher training and at the same time reform basic education. The first phase, which started in December 1992, entails the development of in-service teacher education policy, the training of senior staff and the production of modules to be used for up-grading teachers. The second phase will entail the expansion of a formal structure for in-service teacher education curriculum development and the preparation of additional modules, the training of school principals and experienced teachers to conduct the programme, and the beginning of the in-service teacher education programme.

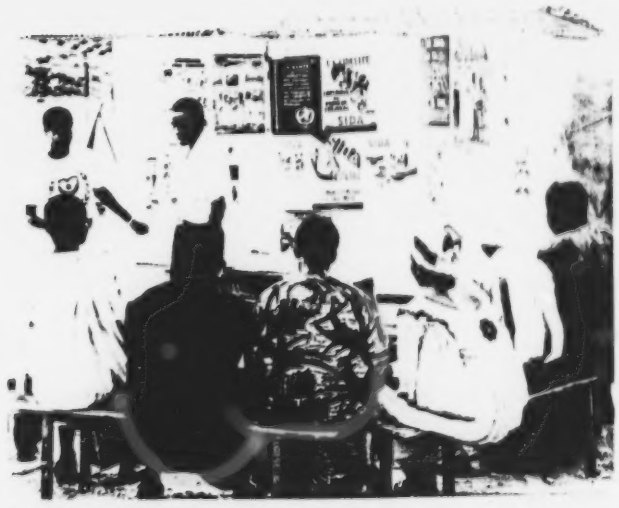
Radio boosts educational quality in Africa

Angola, Cape Verde, Guinea-Bissau, Mozambique and Sao Tomé and Príncipe have one problem in common, in that their children do not learn enough during the first four years at school. Much of this problem is due to poor teaching arithmetic and Portuguese, which is the second language of most pupils.

With the help of UNESCO, the five countries have decided to use radio to complement classroom teaching, because radio is picked up by most the schools, and can easily be upgraded to reach all of them.

The Interactive Radio Instruction Project aims at producing radio programmes in arithmetic and Portuguese for the first four grades of primary education and at developing national programme-production capacities.

Radio is used in an innovative, interactive way. Students respond to the radio verbally or by following instructions every ten to fifteen seconds. The programmes are based on the principle that learning small portions of content is more effective than concentrating on large chunks of subject matter. To keep the learners' attention, activities are changing every few minutes. Children enjoy these programmes; teachers usually learn from them as well, and their own teaching style accordingly becomes more active.



Senegal's Literacy Caravan
In Senegal the literacy caravan, composed of literacy and basic education specialists from the public sector, NGOs and organizations within the United Nations system, travels throughout the country, to organize teaching materials fairs in the newly created village educational resource centres.

Rural Women and the Environment

The purpose of this project is to make women in rural areas in Mali more aware of environmental problems and ensure that they are better informed. The project activities chiefly consist in producing teaching materials in the country's national languages in the form of booklets, posters and inserts on environmental subjects, such as deforestation and re-afforestation, agriculture, animal husbandry and water, for use in campaigns to promote awareness and provide information.

Arab States

Regional Office

Office

* July 31st, 1993

UNESCO-Beirut/Amman
Regional Office for Education in the Arab States (UNEDBAS)

UNESCO-Cairo
Regional Office for Science and Technology in the Arab States (ROSTAS)

UNESCO, 1990-1993*
Co-operation for development in education

	Number of countries concerned	Resources utilized (M$)	Number of Projects		
			completed	on-going	in preparation
Total	16	19.0	26	39	10
of which Least Dev. Countries	3	2.5	11	6	3

* 1993 data have been estimated

Priority to Human Resources Development

Regional co-operation lays special emphasis on the renewal of education in order to strengthen its ability to contribute to social and economic development.

ARABUPEAL

Launched in 1989, the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000, is designed to contribute to the development of education systems, at the level of primary education and literacy, in order to ensure the right to education for all, enhance socio-economic development and contribute to the release of creative energies in society. The role of all the regional and sub-regional organizations, and especially ALECSO, ISESCO and the Arab Bureau for Education in the Gulf States - ABEGS, is emphazised within ARABUPEAL. The programme activities consist of the following four sub-programmes:

- Development of administration and planning;
- Curriculum development, teaching methods and materials;
- Teacher education and training;
- Educational and social research.

Educational Innovation for Development (EIPDAS)

Co-operation and the exchange of information, experience and expertise among Member States is the keynote of EIPDAS, the Educational Innovation Programme for Development in the Arab States. The main areas of action of the Programme are the following:

- Basic education;
- Renewal and development of science and technology education;
- Pre-service and in-service training of educational personnel;
- Educational evaluation;
- Modernization of educational administration, planning and research;
- Diversification of secondary education and its linkage with productive work;
- Educational Information.

Population education

Population education is currently being provided in seven countries. In addition to advisory missions, the Regional Programme includes the preparation and dissemination of curricular materials serving as basic references for country projects, and training activities for national specialists involved in on-going national population education projects and/or officials working in the Ministries of Education of countries not yet having adopted population education projects.

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UNRWA/UNESCO Co-operation programme

This programme provides elementary and preparatory education to 393,000 Palestine refugee children attending over 600 schools in Jordan, Lebanon, the Syrian Arab Republic, Gaza and the West Bank. The programme also trains 5,000 young Palestinian men and women in over 40 vocational and post-preparatory technical subjects as well as in teacher education. In fact, most of UNRWA's 11,400 teachers – all of whom are Palestinian – received their pre-service or in-service training through the co-operation programme.

UNESCO co-operation with UNRWA began in August 1950 through an agreement under which UNESCO assumes technical responsibility for UNRWA's education programme; assigns a team of its high-level staff, including a Director of Education, to UNRWA; and provides the agency with such resources as educational materials, instructional equipment, consultants and fellowships.

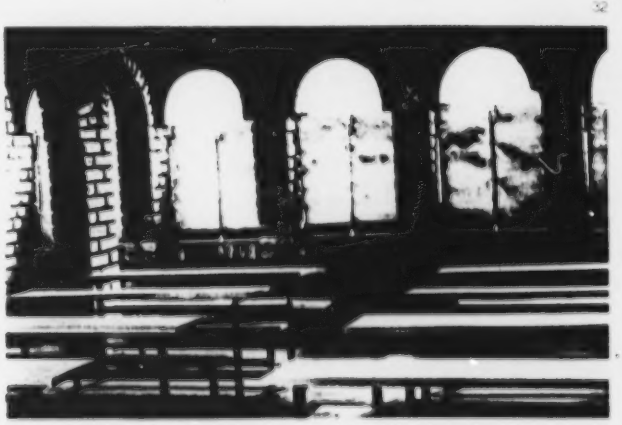
UNRWA school

Community-oriented Development Activities in Jordan's Schools

Twenty schools in Jordan are currently carrying out community-oriented development activities from which some 3,200 participants have so far benefited. The project objectives include: (a) providing courses aimed at enhancing a variety of skills and at eliminating functional illiteracy among women in such subjects as home economics, sewing, knitting and dress-making, home installation, maintenance of household appliances, and typing; (b) organizing panels and workshops on education, hygiene, family life, mother and child care, and environmental pollution; (c) setting up small-scale agricultural projects run by adults and young children (food processing and rabbit and poultry-raising), in order to improve family incomes and living conditions; and (d) improving community amenities and the environment, including schools and public utilities.

Training women for maintenance

Literacy in all ages



Interior view of a classroom built in Sudan with assistance provided under the "Feasibility Study on the Development of Low-Cost Educational Buildings in Arab LDCs". The prototype utilizes improved local construction techniques, i.e. stabilized soil block walls, corrugated fibre-reinforced roof sheets and stabilized soil tiles laid on compacted earth floors.

Asia and the Pacific

UNESCO-Bangkok
Principal Regional Office for Asia and the Pacific (PROAP)

UNESCO-Islamabad
Regional Office for Book Development in Asia and the Pacific (ROBDAP)

UNESCO-Jakarta
Regional Office for Science and Technology in South-East Asia (ROTSEA)

UNESCO-New Delhi
Regional Office for Science and Technology in South and Central Asia (ROTSCA)

UNESCO, 1990-1993*
Co-operation for development in education

	Number of countries concerned	Resources utilized (M$)	Number of Projects		
			completed	on-going	in preparation
Total	30	41.0	100	105	10
of which Least Dev Countries	13	14.2	35	31	4

* Excluding Arab States. 1993 data have been estimated

Educational Development in a Changing Context

The educational activities of the Principal Regional Office for Asia and the Pacific cover the entire spectrum, from the elimination of illiteracy to higher education, through its two flagship programmes: **APPEAL** (Asia-Pacific Programme of Education for All) and **APEID** (Asia and the Pacific Programme of Educational Innovation for Development).

- **APPEAL** aims to facilitate the achievement of Education for All through universalizing primary education, eradicating illiteracy, and providing continuing education. Its primary constituency is the vast number of adult illiterates and out-of-school children and young people. National Co-ordination Committees have already been set up by 23 Member States.
- **APEID** continues to encourage the development and use of educational innovations geared to achieving national development goals. Based on the principle of reciprocity for mutual learning and self-reliance, the programme is jointly designed, implemented, and evaluated by the participating Member States. Over the years, APEID has developed a network of 199 associated centres in 29 Member States. It is currently concentrating on the areas of Universal Primary Education; Science, Mathematics and Technology Education; and the Re-orientation and Qualitative Improvement of Secondary Education.

Some 16 countries of the region are participating in the **Regional Co-operative Programme in Higher Education** through a network of 110 universities and other institutions of higher learning. It focuses on distance education, academic staff development, management of resources, and participation of women in higher education.

The **Educational Policy-making, Planning, Management and Statistics** network includes 46 national training institutions in 22 Member States. EPMS is engaged in developing indicators and tools for the assessment of EFA achievements.

Services in the **Educational Facilities** Unit address problems connected with appropriate learning environments, such as the provision of low-cost educational buildings and furniture, the design of disaster-proof schools that can also be used as refugee and relief centres, and the maintenance of facilities.

The **Technical and Vocational Education** Unit supports efforts to link education systems with the world of work and provide better articulation with changing employment needs and patterns. This Unit has been responsible for producing a compendium of ten national

case studies on policy planning and administration of Technical and Vocational Education, and four monographs including one on New Directions in Technical and Vocational Education.

A **Regional Mobile Team on Population Education**, funded by UNFPA, was set up in 1972. Until its merger in the new Inter-Agency set-up of Country Support Services Teams, the Team undertook 568 advisory missions to 20 countries, training some 3,000 key-level personnel through regional and national activities.

A **network of 423 Associated Schools** in 14 countries of the region promotes international education through teaching on peace, human rights and democracy.

Mobilizing the Community to Improve Learning Outcome

In a Joint Innovative Project (JIP), a group of countries engage in a joint review of a common problem and analyse the situation to define broader contours of a strategy for resolving it. The strategy is then adapted to specific country contexts.

One such JIP supported by APEID relates to the **Raising of Achievement Levels in Primary Education** in which nine countries - China, India, Indonesia, Republic of Korea, Malaysia, Nepal, Philippines, Sri Lanka and Thailand are participating.

China was the first country to start work on this JIP in 1986, in 100 rural schools in Gansu province, where the completion rate stood at 28.8%. Now, after six years, there has been a dramatic improvement in the rates recorded in these schools, with a 99% initial retention rate and 97.6% of all children completing primary schooling.

The Gansu JIP has been instrumental in generally enhancing the quality of primary education, by improving both the internal and external environment governing learning outcomes and creating conditions conducive to raising their level. The project has also fostered people's awareness of the fact that education is a responsibility shared by the whole community. It has been a driving force behind the mobilization of parents and the community to support and co-operate with the schools and raise additional funds. Parents' schools, which have been set up as part of the JIP, provide them with instruction on subjects connected with their children's education.

In 1990, the project had proved such a success that it prompted five other provinces in the country to start up a JIP on the Gansu model, covering more than 1,000 primary schools. UNICEF has also adopted the same model in its project for strengthening primary education in ten other disadvantaged provinces.

Educating Women – New Messages

The Asia-Pacific region is characterized by very high rates of illiteracy among women. PROAP has developed a skilled-based Literacy Programme for Women, funded by UNDP. It was first implemented in Bhutan, China and Papua New Guinea and was later joined by a number of other countries. The Programme concentrated on challenging age-old superstitions and stressed the importance of women's work in the home and in fields and factories. The booklets produced under the Programme were used to teach Chinese women how to install home-heating systems; brief women in Papua New Guinea on how to protest against wife-beating; and encourage women in Bhutan to question the traditional division of labour.

A training Manual, *Educate to Empower*, 39 illustrated booklets and 50 curricular units, developed under the Project, emphasize the importance of the role of women as economic producers and equal partners in development. The training manual has now been adopted by ESCAP for its work in the area of women's education.

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Many women workers do not yet have access to technical training

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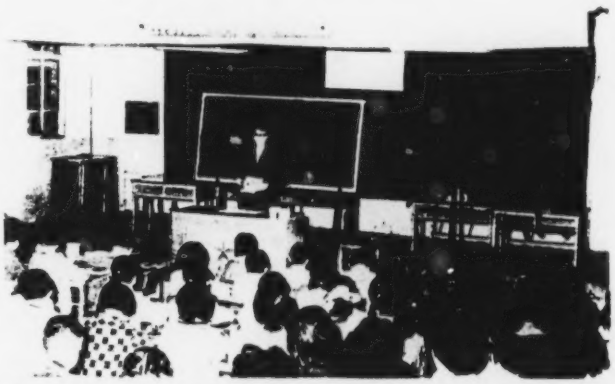


APEID activity in a Gansu primary school, China

Europe and North America

Headquarters

Specialized Institute/Centre

Regional Office

Office

* July 31st, 1993

UNESCO Headquarters - Paris

UNESCO-Paris
International Institute for Educational Planning (IIEP)

UNESCO-Geneva
International Bureau of Education (IBE)

UNESCO-Hamburg
UNESCO Institute for Education (UIE)

UNESCO-Bucharest
European Centre for Higher Education (CEPES)

UNESCO-Venice
Regional Office for Science and Technology in Europe (ROSTE)

Regional Co-operation in a Global Perspective

CORDEE-Co-operation for Reinforcing the Development of Education in Europe

The main objective of this new initiative is to create a coordinated framework of action within the Europe region by grouping together and thus reinforcing various existing networks and programmes, such as the CODIESEE network, the Joint Studies programme of European National Commissions for UNESCO, joint Council of Europe/UNESCO activities in the field of educational research or the Literacy in Industrialized Countries-network of UIE. CORDEE-activities are carried out by various decentralized UNESCO Units, Ministries of Education and National Commissions in co-operation with specialized R&D institutes, IGOs, and NGOs. The CORDEE initiative is based on the direct involvement of major educational R&D institutions in Central, Eastern and South-Eastern Europe. The Institute of Educational Sciences in Bucharest publishes a CORDEE Newsletter.

In the two years since CORDEE was established, activities have focused on three priority areas: (i) Education for All, (ii) Education for the 21st Century, (iii) Strengthening Capacities for Educational Reform and Development.

CEPES

The European Centre for Higher Education (CEPES) was established in Bucharest, Romania, in 1972. It serves as a node for the collection and exchange of information and experience, a forum for discussion on important topics, and a centre for the promotion of research and development. It is also a focal point for several specialized networks connected with such issues in higher education as research on higher education, staff development or women's studies.

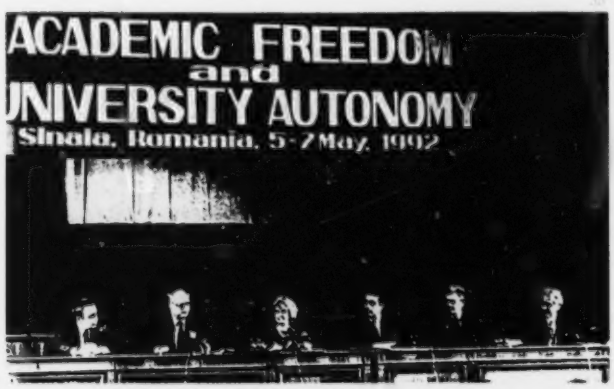
UNESCO, 1990-1993*
Co-operation for development in education

	Number of countries concerned	Resources utilized (M$)	Number of Projects		
			completed	on-going	in preparation
Total	2	0.6	1	2	1
of which Least Dev Countries	—	—	—	—	—

* 1993 data have been estimated

CEPES houses a library and documentation centre, which contains basic sources, major publications and periodicals on higher education as well as numerous unpublished materials, totalling about 27,000 documents. CEPES' capacity for co-operation has recently been reinforced by the setting up of the UNICOM electronic network.

CEPES publications include *Higher Education in Europe* (quarterly), monographs on national higher education systems, and studies on various issues of higher education.



The International Conference on Academic Freedom and University Autonomy organized by CEPES in Sinaia, Romania (1992) urged UNESCO to prepare an international instrument for the protection and promotion of these values.

"Think globally, Act baltically"

In an effort to "help save the Baltic", one of the most endangered marine bodies in the world, students and teachers in all nine Baltic countries are actively engaged in learning about the acute environmental issues facing their common sea as well as learning about the rich cultural heritage of the Baltic countries.

Students collecting samples from the Baltic

Programme for Central and Eastern European Development (PROCEED)

PROCEED is an intersectoral programme, co-ordinating UNESCO's activities in Central and Eastern Europe and in the newly independent states of the former Soviet Union. Launched in 1992, the programme covers all UNESCO's main fields of competence. PROCEED's coordination efforts focus on the priority needs of the region and its sub-regions, in particular the re-establishment and consolidation of democracy; pluralism in beliefs, attitudes, and institutions; the expression of identity and the protection of minorities and human rights; and human resources development.

Educational activities in particular countries focus on the reconstruction of the educational system and policy advice, the reform of higher education and teacher training, secondary technical and vocational education, the renewal of curricula and teaching methods, and education for specific target groups.

The UNESCO-Chernobyl Programme

The UNESCO-Chernobyl Programme is an initiative providing assistance to the countries suffering from the Chernobyl accident of 1986. The programme consists of both remedial actions aimed at eliminating the consequences of the catastrophe and actions designed to foster the economic and social development of the areas concerned.

Educational projects under this programme concern the establishment of four pilot rehabilitation centres in Belarus, Russia and the Ukraine, including a large-scale training programme for the staff of these centres in communities facing the most serious social and psychological problems.

In a bid to facilitate multilateral and bilateral co-operation, foreign-language training is being provided for Belarusian, Russian and Ukrainian experts engaged in mitigating the effects of the Chernobyl disaster.

Educational materials are being prepared on the themes of energy, the environment and development, in which due account is taken of the consequences of the Chernobyl disaster and emphasis is placed on instruction about alternative energy sources.

Other projects focus on training experts in distance education methods, the supply of educational equipment and facilities to schools serving the displaced populations in Belarus, and education on radiation effects.

Boarding school for orphans, Gomel, Belarus: delivery of school and sports equipment though the UNESCO-Chernobyl Programme

Latin America and the Caribbean

UNESCO-Santiago de Chile
Regional Office for Education in Latin America and the Caribbean (OREALC)

UNESCO-Caracas
Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC)

UNESCO-Havana
Regional Office for Culture in Latin America and the Caribbean (ORCALC)

UNESCO-Montevideo
Regional Office for Science and Technology in Latin America and the Caribbean (ROSTLAC)

UNESCO, 1990-1993*
Co-operation for development in education

	Number of countries concerned	Resources utilized (M$)	Number of Projects		
			completed	on-going	in preparation
Total	23	22.9	49	52	13
of which Least Dev Countries	1	1.5	2	2	—

* 1993 data have been estimated

Taking a more professional approach to educational action

- *Enhancing professionalism in ministries of education, identification and provision of new technical and human resources needed for the decentralization of education systems;*
- *Introducing professionalism in schools, thereby promoting a new role for teachers which will give them time to attend to pupils with learning difficulties and operate with greater technical and administrative autonomy;*
- *Upgrading the professionalism of teachers in modern teaching methods.*

Basic Education

The Major Project in the Field of Education in Latin America and the Caribbean provides a framework for the professionalization of education in each country. The project is implemented by the specialized regional networks PICPEMCE, REDALF and REPLAD, and through the SIRI regional information system:

- PICPEMCE, the programme for innovation and reform in training of educational personnel, seeks to promote curricular reform, particularly for basic learning, reading and writing, bilingual teaching, natural sciences, and environmental and population education, and for transverse themes relating to human values or human rights. It also tries out new teaching methods based on greater self-reliance on the part of learners.
- REDALF, the Regional Network for Training Personnel and Providing Support for Literacy and Adult Education Programmes, runs activities in a number of fields - literacy and post-literacy education, including the use of audio-visual media, functional illiteracy, basic education for children and adults, civic education for women, inter-cultural bilingual education and the training of trainers.
- REPLAD, the regional network concerned with the planning and administration of basic education, focuses mainly on decentralization, the mobilization of partners in education, the development of information systems, and the administrative and educational management of schools.

Co-operation in Higher Education

Established in 1978 in Caracas, Venezuela, CRESALC promotes regional co-operation in higher education and assists Member States of the region in their efforts to develop and improve national systems of higher education. It also promotes the mobility of academic personnel, serving as the Secretariat for the application of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education. CRESALC is closely involved in the implementation of UNITWIN. A UNESCO-Chair in Human Rights has been established in co-operation with the National Council of Universities in Venezuela.

Innovation: CARNEID

Established in 1981, the Caribbean Network of Educational Innovation for Development (CARNEID) helps English- Spanish- French and Dutch-speaking Caribbean countries to introduce educational innovations, undertake co-operative research and projects and share information and experiences with countries in the sub-region which have common problems and aspirations. CARNEID played a role in laying down strategies for educational reform in the Eastern Caribbean countries.

An Innovative Project for Rural Women in Ecuador

UNESCO, WFP and UNICEF, in co-ordination with Ecuador's Ministries of Education, Agriculture and Social Welfare, have agreed to set up a pilot project on "Literacy and Continuing Education for Ecuadorian Women in Rural Areas".

The project's objectives are to contribute to improving the quality of life of rural women, their families and the community by means of an all-round education strategy that will make it possible to raise their educational, health and nutritional standards and enhance their ability to play their full part in production and society generally. The basic strategy sets out by making use of the existing structure of a number of rural community projects to bring together over 400 women, who will be given food support and will also be provided with educational opportunities that are expected to foster their integration into society and the production process.

Several local development organizations and NGOs in the country's provinces have joined in the project, in a bid to ensure that the project's educational, production, nutritional and preventive health components will give rise to a flexible form of education centred on the basic needs identified by the beneficiaries themselves.

UNAMAZ

The Association of Amazonian Universities, created in 1987, is currently composed of over 30 universities from eight countries. Its programme of activities has been constantly expanding, especially in the follow-up to the United Nations Conference on Environment and Development (Rio de Janeiro). These activities include the setting-up of a South-South Co-operation Programme, following a meeting of experts on "Environmentally Sound Socio-Economic Development in the Humid Tropics", which was organized in Manaus, Brazil, in 1992 by UNAMAZ, the United Nations University, the Third World Academy of Sciences and UNESCO's Man and the Biosphere Programme (MAB). The UNESCO-Chair established at the Federal University of Para acts as the focal point for the network in the field of the environment, and co-operates with another UNESCO-Chair in Montreal. The Central Commission of UNAMAZ has promoted the organization of a rotational specialized course on science policy and technology transfer in connection with the safeguarding and enhanced use of Amazonia's bio-diversity among the countries of the sub-region.

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UNESCO publications ... and rural women

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Subregional Workshop for teacher educators, Kingston, Jamaica, 1992

International Intellectual Co-operation

International intellectual co-operation, one of UNESCO's most important purposes, is both a means of promoting closer links and mutual understanding between peoples and individuals, and an important instrument for action. UNESCO provides a framework for Member States to co-operate. This enables the best use to be made of available human and financial resources in solving the many problems common to the different Member States. In education, intellectual co-operation takes place at different levels and assumes many different forms, leading to:

- *major high-level deliberations, such as those of the International Commission on Education for the Twenty-First Century;*
- *conferences and meetings such as the World Conference held in Jomtien (Thailand) on Education for All, the Regional Conferences of Ministers of Education and those Responsible for Economic Planning, and numerous other expert meetings;*
- *normative action which makes it possible to prepare recommendations and international conventions on the basis of UNESCO's experience;*
- *regional co-operation such as the regional programmes for literacy;*
- *networking such as the networks of educational innovation for development, the International Network for Information in Science and Technology Education or the UNITWIN/UNESCO-Chairs programme for higher education;*
- *surveys, research and studies on education, often carried out in co-operation with the relevant non-governmental organizations;*
- *the collection, processing and exchange of information relating to education;*
- *the exchange of persons - teachers and students - particularly through the granting of fellowships and the creation of UNESCO-Chairs.*

World Education Report

UNESCO's biennial *World Education Report*, first published in 1991, aims to present a broad but concise analysis of major trends and policy issues in education in the world today, based on the uniquely rich body of information and experience accumulated by the Organization, studies relating to education carried out by other international organizations, and selected findings from the vast range of professional research and analysis undertaken by non-governmental organizations and individual scholars. The Appendices of the Report feature the 'World Education Indicators': a unique set of statistics giving a country-by-country summary of key aspects of education in over 160 countries. The topics treated by the *Report* to date have included:

- the worldwide expansion of enrolments in formal education over the last two decades, focusing especially on basic education and on the main challenges for educational policy in that area;
- the global prospects of continuing progress towards the goal of 'education for all', underlining in particular the need for teachers;
- the North-South 'knowledge gap', highlighting the changing pattern of disparities in literacy, schooling, and higher education and research between North and South;
- the expansion of 'educational choice', focusing in particular on worldwide trends towards more freedom of choice in education for parents, pupils, teachers; and
- the search for 'standards' in education, focusing on the current concern in many countries over pupils'

learning achievement, teaching methods and curriculum relevance.

The Report includes tables and graphs presented 'at a glance' in attractive form, with all graphs in colour. Key points in the text are illustrated with extracts from basic documents ranging from the Universal Declaration of Human Rights to reports on individual country experiences.

World's Ministers of Education meet regularly in Geneva since 1932

The International Conference on Education (ICE) offers the only opportunity for the world's Ministers of Education to hold regular meetings to discuss the policies and issues concerning them.

A conference bringing together six Ministers of Education was organized by the International Bureau of Education (IBE) for the first time in Geneva in 1932. The following year, twenty-four countries attended. It was decided to hold these meetings regularly, and the 1934 session began the practice of adopting educational recommendations.

Apart from a break during the Second World War, the Conference has continued on a regular basis to this day. From 1947 onwards, the meetings were organized jointly by the IBE and UNESCO, and since 1969 the International Conference on Education is convened every two years.

In an endeavour to contribute to the drafting of national laws on good educational practice, the Conference has adopted seventy-eight recommendations over the past fifty-nine years on basic educational practices, but also on subjects as diverse as school canteens and AIDS education.

The forty-third session (1992) dealt with the contribution of education to cultural development. The forty-fourth session (1994) will be devoted to education for international understanding and will bring together decision-makers, researchers, educationists and other partners in the educational process, including the mass media. It is intended to give impetus through education to measures bringing people closer together and thereby curtail manifestations of violence and intolerance towards others, xenophobia and, ultimately, armed conflict.

World Conference on Education for All, Jomtien, Thailand, 1990

Standard-Setting Activities

At the request of the Member States, UNESCO prepares instruments in the form of conventions and recommendations – the former more binding than the latter, which are only advisory in nature – setting out the standards and general principles which they intend to observe and to see applied. To that end, the Organization is responsible for setting up consultation and inquiry procedures leading to the submission to the General Conference of reports on the application of these instruments.

In 1993, two such reports are being submitted. The first relates to the implementation of the Revised Recommendation concerning Technical and Vocational Education. This recommendation, adopted in 1974 (and followed in 1989 by a convention), contains guiding principles and legal provisions which are designed to promote the reorganization of this type of education and its adaptation to its new roles in society, in a context of lifelong education.

The second report concerns the implementation of the Recommendation on the Development of Adult Education, adopted by the General Conference in 1976, which also refers to lifelong education and the need for a more rational and equitable distribution of educational resources among children and adults and among different social groups.

The General Conference will also be called upon to decide on the desirability of adopting an international normative instrument concerning the status of higher education teaching personnel.

The ILO/UNESCO 1966 Recommendation on the Status of Teachers is still one of the most important tools for bringing about improvements in the teaching profession. This important normative instrument is implemented in close co-operation with ILO and in collaboration with the Non-Governmental Organizations for the Teaching Profession. Contemporary trends in education regarding the environment, population, health and nutrition, together with the concept of lifelong education, advances in information and communication technologies and distance education in teacher training, have implications for and an impact on the professional quality of teachers. In this regard, the number and role of women teachers have to be taken into consideration particularly in respect of their careers and other issues, such as the access of girls to education in many developing countries. Several regional/subregional seminars are organized to reinforce the application of the Recommendation.

Statistics on Education

The development, implementation and evaluation of strategies, policies and plans relating to education, science and technology, culture, and communication are dependent upon the availability of sufficient, relevant and reliable statistical data. The unique role played by UNESCO in collecting an extremely wide range of data, the quantitative analyses and projections undertaken, the international standards established, and the technical assistance provided to Member States, have all been fully acknowledged by those States and the professional community. Activities are aimed at providing relevant, reliable and updated statistical information for research, planning, development and policy-making purposes, both at the national and international levels. This is disseminated through the UNESCO Statistical Yearbook, *the* World Education Report, *and other major publications.*

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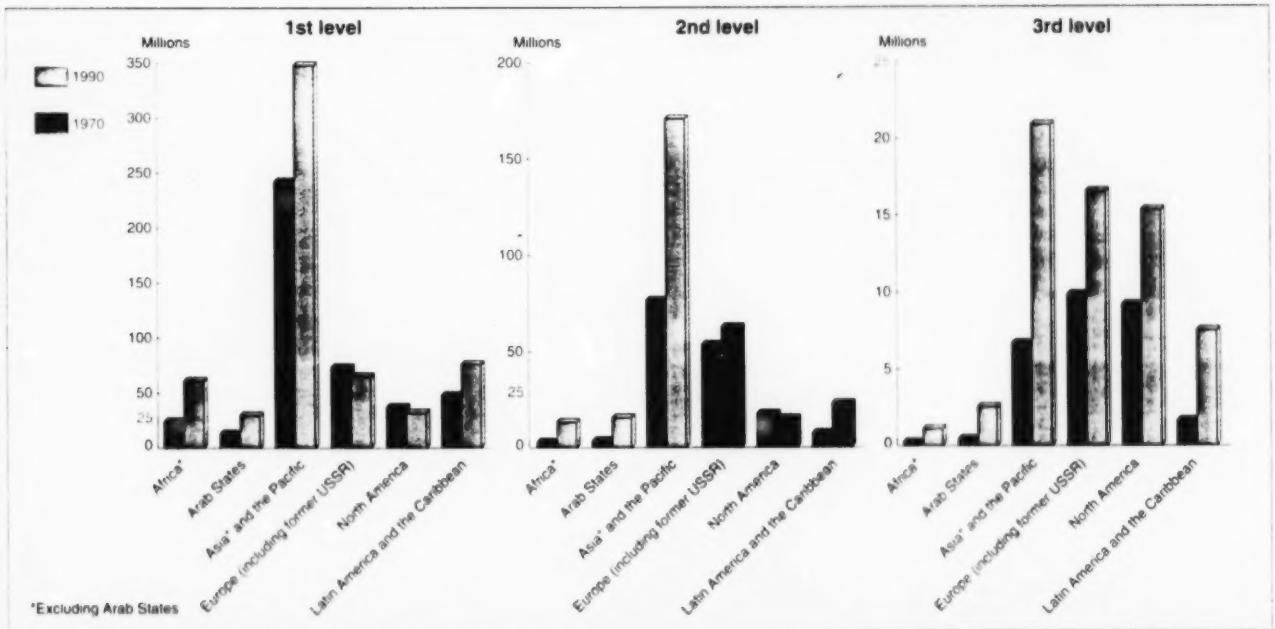
Enrolment in Formal Education by Level (1970 and 1990)



Between 1970 and 1990, the most rapid increase was that of higher education, with the number of students in the developing countries rising from 9 to 32 million, i.e. an average growth of 360% (625% for the Arab States, 550% for Africa). Yet for every student enrolled in higher education in Africa, there are 55 pupils in primary education, while in North America and in Europe the figures are 2 and 4 respectively.
In primary education during the same period, developing countries provided schooling for 200 million more pupils, i.e. an average growth of 157% (250% for Africa); at the same level in Europe and North America a slight decrease in total numbers is to be noted.
The total number of pupils enrolled in secondary education rose from 90 to 223 million in the developing countries, i.e. a growth of around 250% (475% in Africa), while numbers remained relatively stable in Europe and decreased slightly in North America due to demographic changes.

Refining Educational Indicators

The wealth of information contained in UNESCO's statistical data banks makes it possible to produce a series of indicators providing planners and researchers with an overview of the main trends in education in the different countries.

These indicators cover four main areas: (i) the population context; (ii) access and participation; (iii) the efficiency and effectiveness of education; and (iv) human and financial resources.

It has been found necessary to improve these indicators by placing emphasis on educational attainment, literacy and educational flows, and to develop new indicators which can be readily understood and interpreted and which enable direct country comparisons to be made.

At the same time, UNESCO, the Statistical Office of the United Nations, OECD and EUROSTAT will be engaging in consultations in order to update and harmonize existing questionnaires and to avoid duplication when data are being collected.

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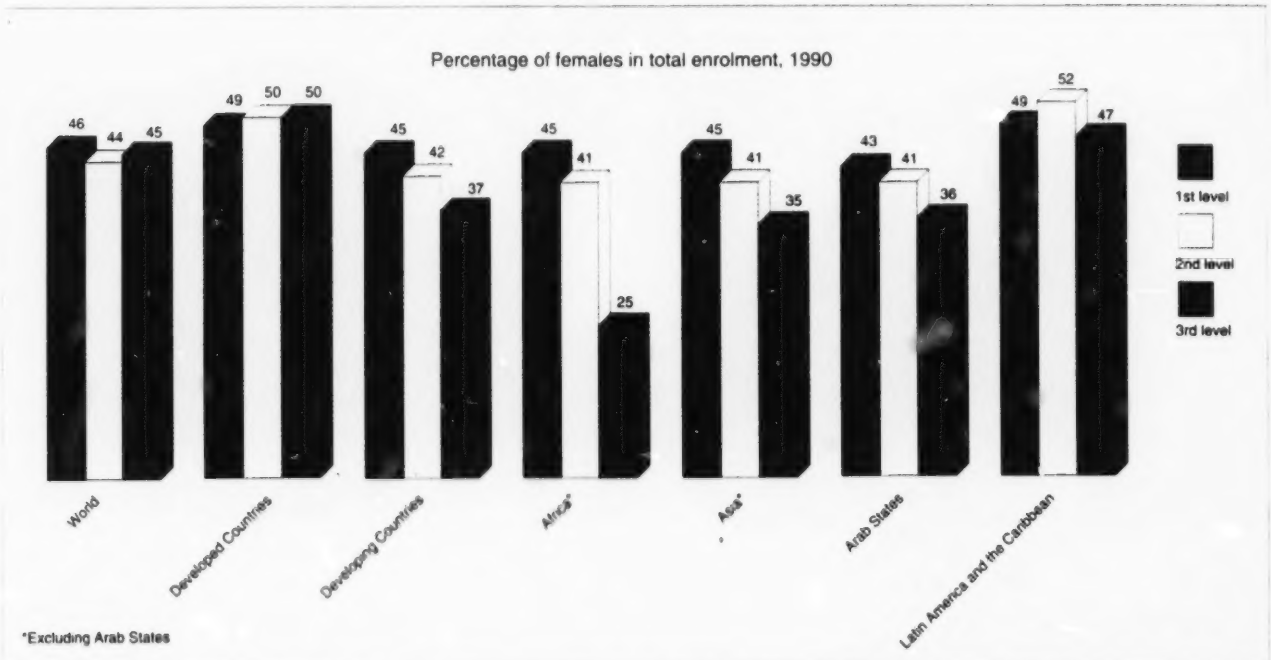
Women and Education



Gender parity is virtually attained in the developed countries and in Latin America and the Caribbean. In this region tertiary education is the only level of education where parity has not yet been reached. In other developing regions, girls and women are clearly worse off and the higher the level of education the greater the disparity. The situation for females in the Arab States and Asia is comparable, with four secondary students in ten and just over one tertiary student in three being women. The Arab States represent the region with the lowest proportion of girls in primary education. In higher education, the gap is most marked in Africa where females account for only one quarter of the students at this level.

Quality of Education and Improvement of School Achievement

In the year 2000, the majority of illiterates will be children who have not completed their schooling. The quality of the education provided, even more than the fact of having access to education, is a decisive factor in the general introduction of programmes to provide education for all.

The Organization has always been very concerned that curricula should be relevant and that teachers should be qualified. The quality of education nevertheless depends just as much on the smooth day-to-day operation of the education system at all levels, and primarily at the level of the school itself. UNESCO is therefore exploring other means that could have a considerable impact on the improvement of school achievement including, among others, the provision of textbooks and teaching materials, the use of information for daily management, the training of head teachers in the techniques of educational and administrative management, and the development of measuring instruments making it possible to chart progress.

1994 International Year of the Family

The Young Child and the Family Environment (YCF) Project

Learning begins at birth. Early childhood care and education is the first and essential stage of the basic education process. Quality early childhood programmes have a positive and permanent influence on later schooling achievement and are a major entry point for women's education.

The Young Child and the Family Environment (YCF) Project co-ordinates early childhood care and education research and activities undertaken by UNESCO. It seeks to prepare children for school and schools for children, and to make appropriate inputs into family and women's education.

Management and the Flow of Information

A priority in many initiatives to improve the quality and efficiency of education is the increased use of information in policy formulation and planning. Only as the dimensions of an education system and the problems that beset it are clearly understood can appropriate planning and management of the education system occur. A considerable amount of attention and resources has been devoted to the design and implementation of Education Information Systems as a means of providing decision-makers with more accurate, relevant, and timely information.

However, the increased ability to collect and analyze information has not necessarily led to improved educational practice (directly or indirectly) at the levels where it matters most - in the schools and classrooms where the real process of education occurs. While considerable creative thought has been put into the design and operation of information systems for central ministry planning, far less has been given to ways in which the resulting information can be used to actually affect practice at the school level. This represents a major challenge in educational planning and is the principal thrust of a research topic completed in 1993 by the International Institute for Educational Planning (IIEP).

The research findings identify and synthesize lessons learned from current practice on the use of information systems to improve educational practice, particularly in ways that result in improved educational quality and efficiency. The findings place emphasis on the human factors and non-monetary incentives that operate to encourage and sustain the utilization of information. Agendas for further research and training are proposed as a framework that officials within each country can use to evaluate the needs of their own information systems.

Participants to a subregional trainers workshop on educational management. Dakar, 1992

Training School Principals

Of the factors which have the greatest influence on pupils' performance, it is not the size of classes or even teachers' qualifications that come first, but the way in which the school is run - the educational and administrative management style. The place above all where the different measures designed to improve the quality of education are linked together in an orderly way is the school and no longer the classroom. This is why in some countries, the target for reform strategies is the place where education occurs and not the pupils, teachers, curricula or the education system as a whole.

The role of the head of a school is of prime importance. Each school is an enterprise whose director must manage available resources in the best possible way, seeing to the organization of teaching in the school, the distribution of pupils, teachers and premises, timetable management, and so on. Training in educational and administrative management has become a key element in improving school achievement. Thus UNESCO, in co-operation with the Commonwealth Secretariat and the Agency for Cultural and Technical Co-operation, has launched a regional project for the further training of school principals in Africa. This project has components for the English-, French- and Portuguese-speaking countries, with specific material such as the guide to administrative and educational management of schools. As the project is proving successful, other countries such as Brazil have launched similar activities.

Monitoring School Outcomes

Investment in the quality of education necessarily calls for the development of educational research and of measuring instruments in particular. In that connection, UNESCO and UNICEF have launched a joint project to devise, in co-operation with researchers and decision-makers in the countries concerned, a set of readily measurable and internationally accepted indicators which will make it possible to evaluate the principal objectives of education for all. These indicators will provide decision-makers with up-to-date data, so that they can measure progress and identify the most serious shortfalls in reaching the new objectives of basic education. The indicators are concerned primarily with pupils' attainments in reading, writing, arithmetic and the skills required for daily life, and with the factors conducive to attainment. These factors include the characteristics of both pupils and teachers and the specific features of the family and school environment.

School Textbooks

In the developing regions of the world, many students do not have textbooks with which to work. In classes without books, there is no alternative but to learn things by heart or recite passages written out on the blackboard. The provision of textbooks is an effective way of improving results and whether or not pupils have textbooks is one of the criteria by which the quality of education can be judged.

The greater the shortage of textbooks, the more necessary it becomes for governments to take action. The problem of providing textbooks is one that has to be taken up at the top-most level by policy-makers and planners and not handled or, as is all to often the case, overlooked as a detail of implementation. Ensuring access to textbooks is essential to the success of education. Their design, production, distribution and use involve complex processes offering a wide range of choice and participation of partners from far outside the education system proper. UNESCO's experience over the years underscores the need for a comprehensive approach to textbook production. As one step towards this end, the IIEP has recently produced a series of twelve modules to enable educational planners to gain an understanding of the processes involved in the development of school textbooks in order that they may be able to lend more effective support to book professionals. UNESCO is also continuing to produce and circulate documents on the technical aspects of textbook production and distribution that are the outcome of the experience gained on country projects. The Organization is also giving its support to the building up of national capabilities in publishing and the graphics arts.

School textbook printing shop, Ethiopia

Scientific, Technical and Vocational Education

Scientific and Technological Literacy

In today's increasingly technological society, sustainable development and an improved quality of life are to a large extent dependent on our ability to understand and utilize science and technology responsibly, respecting ethical values and protecting the systems on which life itself depends. Hence, UNESCO is placing strong emphasis on science and technology education as an essential component of basic education, paying special attention to the promotion of scientific and technological literacy for all in both formal and non-formal settings. The thrust of the programme is to ensure that every individual acquires an understanding of those aspects of science and technology which are essential for a full life in any particular social, economic, political, cultural and natural environment. This thrust is put into effect by Project 2000+, initiated as a follow-up to the World Conference on Education for All, but which also responds to the concerns expressed by the Earth Summit held in 1992 in Rio de Janeiro.

Programme actions pursued in co-operation with other agencies and non-governmental organizations include, inter alia, the organization of regional and sub-regional training and development workshops for specialist groups, expanding the data bank of innovations in science and technology, including the use of informatics in science, technology and mathematics teaching, supporting the development of national task forces in science and technology education, and promoting greater participation by girls and women in school science programmes.

These activities are being backed up by strengthening networks for exchanges of curricula and resource materials for science and technology education, including informatics. The International Network for Information in Science and Technology Education (INISTE) continues to be used to strengthen co-operation among various associations and institutions, and is improving its services to Member States through its emphasis on information exchanges and development of data bases.

SCIENCE AND TECHNOLOGY 2000+ EDUCATION FOR ALL

Science and Technology Project 2000+ Education for All

Project 2000+ seeks to:

- clearly identify ways of promoting the development of scientific and technological literacy for all;
- put forward educational programmes (both formal and non-formal) in such a way as to empower all people to satisfy their basic needs and be productive in an increasingly technological society;
- provide guidelines for the continuous professional development of educators;
- support the development of a wide range of projects that aim to improve the quality of life and productivity in society.

Project 2000+ is about effective learning. Old methods of putting forward facts are inadequate in the computer age. It is about educating for the future and about promoting human development, about relevant plus affordable science and technology. Project 2000+ is for all countries at all stages of development, regardless of different cultures and differing views on issues such as sustainable development, population control and the role of women.

Project 2000+ addresses six major areas of educational concern for scientific and technological literacy:

1. Its nature and justification;
2. Its relationship to development;
3. The teaching and learning environment;
4. Teacher and leadership education;
5. Assessment strategies and evaluation programmes;
6. Non-formal and informal development strategies.

Technical and Vocational Education

In this area, where close co-operation is ensured with ILO, FAO and UNIDO, UNESCO's action has concentrated on building national capacities for the development of general polytechnic, vocational, technician, teacher and instructor training.

Technical and vocational education is going through a period of intensive change and reorientation. A multiplicity of national models, forms and structures have emerged in an effort to cope with rapid technological advances and the changing needs of the labour market. Nevertheless, the need for closer collaboration between education and the world of work has yet to be fully recognized. Effective liaison with industry, agriculture and business enterprises should be further developed.

The application of new technologies by the world of work is a major challenge for the whole education system, and for technical and vocational education in particular. Curricula now emphasize multi-skilling, interfacing education and productive enterprises, entrepreneurship and continuing education. Further, courses on offer need to be adjusted frequently to cater for innovations and changes in work requirements.

UNEVOC
Involving the "Wider Civil Society"

UNESCO launched in 1992 a new International Project on Technical and Vocational Education. The UNEVOC project is designed to create more effective working relationships between UNESCO and such UN specialized agencies as ILO, regional organizations, NGOs, public and private funding sources and, last but certainly not least, the private business community. A project implementation Unit has been established in Berlin (Germany). The initial phase, from 1992 to 1995, will be devoted to promoting the exchange of information and experience among the Member States in order to make technical and vocational education better articulated with national education systems. The overall aim of the project is to network policy planners, teacher training and technical institutes, teachers, schools and students throughout the world, in a bid to assist in reducing the gap between North and South in building human resources for development. UNEVOC is an example of new thinking pointing towards the involvement of the "wider civil society".

Information Technologies and Modernization of the Curriculum

The increasing use of computers in education is giving rise to far-reaching changes at all levels of teaching, as well as in the quality of training. But while the computer is bound to become an integral component of learning in general, it presupposes a harmonious interaction between hardware, software and teaching personnel development.

UNESCO supports two International Research Studies: the ITEC project (**Information Technology in Education of Children**) focuses on the psychological and social consequences for children of the application of information technologies in education, while the USEIT project (**Use in Systems of Education of Information Technologies**) aims at creating a databank to assist Member States in decision-making and contribute to identifying country's needs.

A UNESCO seminar held in Moscow in 1991, promoted the development of a mechanism for European co-operation in connection with the introduction and application of IT in existing education systems and structures.

In an endeavour to introduce the teaching of informatics in science and in technical and vocational education at the secondary and post-secondary levels, regional training seminars are being organized and pilot projects implemented in the developing countries. Based on the experience gained, the book *Education and Informatics Worldwide: The State of the Art and Beyond*, looks at the current use of information technology in education, and reviews developments to date, basic strategies and applications, current limitations and the prospects for international co-operation.

INFORMAFRICA – the regional co-operation strategy aimed at developing computer use and introducing computer science into educational systems – is part of the Priority: Africa Programme.

Higher Education

Charting the Future Evolution of Higher Education

As socio-economic development is becoming more knowledge-intensive and is relying increasingly on professional and managerial specialists with advanced training, the role of higher education becomes a crucial element, hence UNESCO's increased involvement in higher education, which at the turn of the century is faced with many problems and the search for solutions often goes far beyond national frontiers.

UNESCO sees it as one of its important tasks to encourage the exchange of information and experience on trends and developments in higher education, promote thinking and research on its roles and function, and, ultimately, assist Member States in their efforts to develop their high-level training and research capabilities. It accordingly gears its action to reinforcing subregional, regional and international co-operation, the major undertaking being the UNITWIN and UNESCO-Chairs Programme.

Since 1988, the Collective Consultation on Higher Education, comprising more than twenty NGOs, has assisted UNESCO in its programme by engaging in the analysis of key issues and co-operative action. Among these issues is the role of higher education in the improvement of the education system itself. In this regard, its major contribution lies in the training of all categories of educational personnel. Moreover, research can provide a crucial service to primary and secondary education, to literacy and adult education and research in the educational sciences, but also to other disciplines.

A policy paper on higher education is under preparation, based on the outcome of regional consultations on the new roles of higher education, and on the reflection on academic freedom proposed by the International Congress for Human Rights and Democracy held in Montreal in 1993.

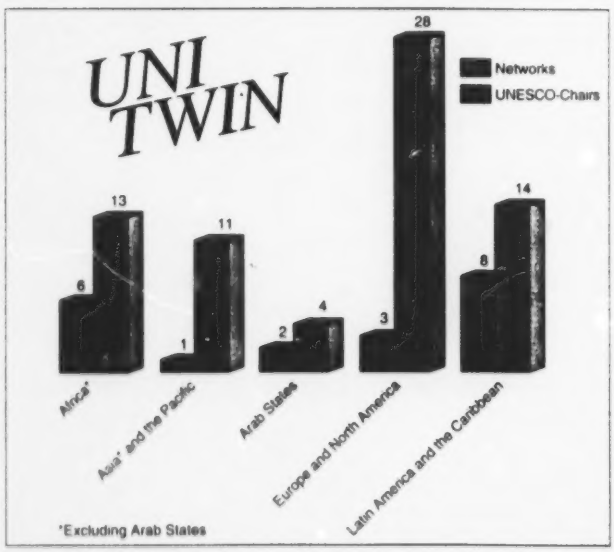
Towards the Rapid Transfer of Knowledge: the UNITWIN/UNESCO-Chairs Programme

The key objective is the development of a spirit of solidarity, based on twinning, networking and other linking arrangements among universities throughout the world. Hence, the acronym chosen for the programme: UNITWIN. More specifically, it is aimed at making full use of North-South and East-West co-operation in order to set in train a process leading to strong and durable links between higher education and scientific institutions worldwide, and more especially along the South-South axis.

UNITWIN helps in establishing subregional, regional and inter-regional co-operation networks of higher education and research institutions. The UNESCO-Chairs are intended to provide postgraduate students from the developing countries with enhanced opportunities for advanced training and research at centres of excellence in key disciplines related to sustainable development.

Partnerships have been established with other United Nations agencies, in particular with the United Nations University (UNU), intergovernmental organizations, development aid agencies, foundations, industry and non-governmental organizations in the higher education and scientific fields.

1993
Established UNESCO-Chairs and UNITWIN Networks (by region)



Some 20 UNITWIN networks and 70 UNESCO-Chairs have been established in 1993. UNITWIN will become one of the main modalities for programme execution.

Training of Educational Personnel

Improving Teachers' Qualifications and Status

In increasingly complex and rapidly-changing societies, everybody's cultural level and capacity to learn have to be enhanced. The teacher's task is therefore more important than ever before. However, while the key place occupied by teachers is coming to be re-emphasized, their status and professional standing are still underrated in most respects.

In this connection, one major initiative has been the launching in Africa of an exercise to assess teacher-training institutions and programmes, and to set up UNESCO-Chairs in the educational sciences, which will be particularly concerned with the relevance of teacher training. UNESCO has also engaged in a consolidated review of trends in pre-service and in-service training of teachers from 1960 to 1985 and in a study of the implications of structural adjustment programmes for professional standards among teachers. In addition, it has conducted case studies to evaluate the impact of initial training in the classroom.

Another thrust of UNESCO's programme can be seen in the development of co-operative networking activities and exchanges of experiences gained in teacher education. To this end UNESCO maintains regular consultations with the main teachers' associations: Education International, the World Confederation of Teachers and the World Federation of Teachers' Unions. Another example is the joint publication in 1993 of the UNESCO-ICET *World Directory of Teacher-Training Institutions* in conjunction with the International Council on Education for Teaching (ICET).

Distance education, which makes it possible for teachers to continue studying without having to leave their teaching posts, has become a popular method of upgrading their qualifications. This method can also be used for supporting the professional advancement of teachers. The potential of distance education to improve teacher quality will be promoted through regional and subregional co-operation mechanisms.

Teacher training, Togo

Mathematics and Computer Science Teacher Training

Over the last years, the UNESCO Kingston Office has supported the training of nearly 500 teachers in Maths, Computer Science and Physics. The training programme is conducted every summer for four weeks and participants are mainly secondary school teachers and teacher trainers; however, a growing number of primary school teachers have also benefited from the training. The programme, which is presented in collaboration with the Central Connecticut State University of the United States and the Ministry of Education of Jamaica prepares students for under-graduate and graduate degrees which they pursue on a part-time basis.

Since the inception of the programme, about fifty percent (50%) of the participants have qualified for first degrees, and some of these have gone on to take Masters or Doctoral degrees. The programme, which has been supported over the years by USAID and the OAS, will be further expanded to the Caribbean subregion.

Itinerant teacher trainer, Togo

5 October: International Teachers' Day

The choice of 5 October, the anniversary date of the adoption of the ILO/UNESCO Recommendation on the Status of Teachers, as International Teachers' Day, along with the UNESCO Teaching Prize, can be said to represent significant tokens of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development.

Action in favour of Disadvantaged Groups

UNESCO's action also focuses on reducing the educational inequalities to which some groups having only limited access to traditional forms of basic education are exposed, such as street children, children who are the victims of war, refugees and displaced persons, the handicapped, and all those who have special educational needs. With the assistance of a variety of partners, the Organization brings together administrators, decision-makers and educators at regional and subregional seminars in a bid to come up with answers to the special needs of these children. It provides support for pilot activities, organizes training workshops, fosters exchanges of experience, and produces guides and other types of material to help educators and national officials make better provision for everyone to have equal access to education.

Special Education

Although some countries have made major strides in education of people with disabilities, the fact remains that, for the majority of countries, especially developing countries, the reality is bleak, both in terms of access and quality education for disabled persons. The findings of the UNESCO survey conducted in 1986/87 revealed that 34 out of the 51 countries supplying information had fewer than 1% of all pupils for whom special educational provision had been made.

The worldwide discrepancy between needs and provision has stimulated a reappraisal of educational strategies. Many countries, after the World Conference on Education for All, are taking steps to enhance services for children with special educational needs within mainstream education and community-based programmes.

The main thrust of UNESCO activities today is on policy and planning and teacher training within mainstream education. To this end, UNESCO organized a series of five regional seminars to mobilize support of education policy- and decision-makers for ensuring wider access for children with special educational needs into the regular school system, and to encourage reorientation of education strategies.

The scarcity of materials and literature at the disposal of teachers, parents, and community workers in developing countries has prompted UNESCO to publish a series entitled "Guides for Special Education". More recently, in connection with training, UNESCO has ventured into the production of video materials for parent education and early intervention.

Community-based project for children with special needs, Uganda

Refugee Education (SHARE)

In view of the escalating refugee situation all over the world, UNESCO has initiated a new Scheme of Humanitarian Assistance for Refugee Education (SHARE), in order to mobilize funds for the education of refugees, assist in the identification of performance measures, and furnish technical support to national authorities on request. After initial experiences in Cambodia and Somalia, and also to some extent in Afghanistan, SHARE activities are now being started up in Slovenia and Croatia.

UNESCO's aims at going beyond the urgent but basically short-term goal of providing relief, and to develop a coherent policy of refugee education, in co-operation with the authorities concerned. Activities have hitherto been concentrated on groups with the greatest educational needs - primary school-age children (7-15 years), out-of-school youth, and parents. SHARE provides for close collaboration with other agencies and organizations, as well as with prospective donors.

Tents as Schools in Afghanistan

The idea of using a tent as temporary educational shelter emerged to satisfy the need for educational space in a country devastated by war. It could be easily erected and developed into a more complete and permanent educational facility or, alternatively, rapidly removed and transferred to another location. The tent is equipped with a room-divider (containing blackboard, pin-up board, bookshelves and storage space), squatting desks and educational material, both for teachers and students. As Afghan students traditionally sit on the floor, the squatting desks can be used as a writing table, bench, platform or bookshelf. Both the room divider and the desks are being produced in the workshops of the Village Basic Education for All Centres (VBECs) in Afghanistan.

A typical VBEC includes three classrooms for children, a multi-purpose reading room where literacy can be taught to adults and young people, two or three workshops for skills training for both girls and women and men, one room used as a day-care centre to allow mothers to attend literacy/basic skills classes, a teacher's house, a well and toilets, areas for poultry raising and vegetable growing, and space for leisure activities. The services include educational programmes which reach all members of the community regardless of age and sex.

Teachers and students' kits provided as part of the emergency assistance in basic education in a tent school, Kandahar province, Afghanistan

Basic Education for Street and Working Children

"I came to the city to find money. Now, I shoe-shine because it is the easiest job around here. What I'd really like to do is to study to improve my life and make others benefit from it."

These are the words from 15-year old Souleymane, a shoe-shine boy from Dakar. Like so many other millions of street children around the world, he wants to go to school but has few possibilities. With no identity card, school uniform, home address or money for registration fees, many street children cannot even be enrolled.

This is why UNESCO has, in co-operation with UNICEF and various non-governmental organizations, taken up the challenge of promoting education for street children through a new priority programme.

This programme aims at helping in the development of strategies to meet the needs of street and working children who require innovative non-formal education and subjects like life skills with immediate relevance to health, employment and survival needs. The programme focuses on three areas: technical support to street children projects, public consciousness-raising and mobilization of funds.

Educating street children cannot take place in a vacuum. It is equally important to educate the community in which they live, especially law enforcement officials, social workers, religious and other community leaders.

Innovative and successful non-formal programmes are identified as 'flagship projects' and case studies are widely distributed to community leaders, and practitioners, as well as to multilateral and bilateral donors.

According to UNESCO estimates, there were some 100 million street and working children in the world in 1991, of whom one-third live in Latin America, 5 million in Africa, and 40 million in Asia and the rest of the world.

"Islands for Peace" in Somalia

The project will initially benefit children, youth and women in urban centres where security has been established, as well as in refugee camps. It will subsequently be extended to rural populations.

In the first phase, three pilot education centres are being established. These will provide an "emergency curriculum" for primary education and a non-formal literacy programme, including life skills.

Each centre will serve as a "focal point" for a cluster of some ten nearby schools, and supply a curriculum using old Somali language texts supplemented by fresh materials on civics, family life, peace education, and sport and competition through fair play.

UNESCO expects that the experience gained through these centres will be quickly extended to key locations across the country. The target for 1994 is to have seven centres open in major administrative districts, as well in neighbouring countries with large numbers of refugees.

Co-operation for Development

UNESCO is committed to co-operating with its Member States in the development of education systems and human resources in general. Yet UNESCO is not a funding agency. Its own budget – based on contributions from its Member States – is lower than that of a medium-sized university in an industrialized country. Given the scope of UNESCO's programmes, the number of projects deserving support, and the urgency of the need in so many corners of the developing world, this money is no more than a drop in the ocean.

What can be done and what is being done?

New Trends

UNESCO acts as a catalyst. It can provide the initial impetus, assist in the exploration or diagnosis of the situation, facilitate the transition from knowledge to action. More than 5% of its education budget has been earmarked for advisory services and upstream activities to carry out sectoral and multisectoral analyses in Member States in order to identify and design projects for extrabudgetary funding support.

The operational action of the United Nations system is now directed primarily at intellectual activities such as sectoral analyses and the framing of policies, strategies and programmes at country level. For them to be consistent, relevant and effective, activities for development involving co-operation call for a logical approach which proceeds from research to analysis, then to policy formulation, and only subsequently to drawing up wide ranging education development programmes and to project identification and implementation.

Upstream planning prepares the way for concrete actions. UNESCO mobilizes support from both outside and inside the UN system for specific development projects in education. The Organization is supporting the development of national capacities for project identification and execution and is there for forging a new partnership with Member States where UNESCO concentrates on providing only those services which cannot be obtained nationally.

Joint Programmes

UNESCO also discharges its 'operational' function by helping to establish co-operation between States as well as between intellectual and scientific communities, ensuring the exchange of experience and the implementation of joint projects on a worldwide, regional and subregional basis. Important joint programmes between UNESCO and other United Nations agencies were set up or amplified following the Jomtien World Conference on Education for All (1990). In 1991, for example, UNESCO and UNICEF concluded a further co-operation agreement on two major joint projects, one on the development of indicators for following up the objectives of education for all, and the other on the analysis and dissemination of key innovations in basic education.

Reconstruction of Education Systems

This specific form of technical co-operation aims at contributing to the in-depth transformation of education systems in countries with expressed needs for changes. It concerns, in particular, countries in urgent need of reconstruction of their entire education systems, requiring support for the analysis and development of their policies and programmes, the conduct of other upstream activities and the redesign of their education systems. Priority is given to LDCs, countries in Africa and those undergoing socio-economic transformations. Resource needs are defined and donors brought into the partnership of reconstruction. UNESCO's assistance is designed to develop national capacities for policy analysis and formulation, particularly in the area of human resource development, and to involve ministries of finance and planning, along with external funding sources. Drawing from the experience gained, subregional and regional trends serve as a basis for identifying priorities for regional action and co-ordination.

Emergency Action Scheme

UNESCO's emergency action scheme aims at enabling countries having to cope with emergency situations to meet their immediate needs for education and to begin the process of reconstruction.

As part of the overall programme of services organized by the United Nations system, UNESCO's thrust bears on the co-ordination of inputs for education. This addresses situations arising from natural and other disasters, as well as from political conditions, and gives special attention to the most vulnerable population groups, including girls and women, children, ethnic minorities, refugees and displaced persons. Emphasis is placed on reestablishing national capacities for carrying out education activities. This means setting up management structures, providing teaching materials and repairing buildings. Under this programme, UNESCO took action in Ukraine following the Chernobyl disaster, in the Caribbean, China, Nicaragua, Bangladesh, Tunisia and Sri Lanka following cyclones and floods; in the Philippines, El Salvador, Egypt, Costa Rica, Mexico, Armenia and Yemen following earthquakes; and in Afghanistan, Cambodia, Lebanon, Somalia and only recently in the countries of the former Yugoslavia, following acts of war.

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Technical Co-operation in National Projects and Co-operation between Developing Countries

UNESCO assists Member States on request in identifying, preparing and implementing national projects financed by various funding sources.

For that purpose, based on its global experience, the Organization co-operates with educational institutions in Member States by:

- facilitating exchanges of information and experience with institutions in other countries, through various specialized networks;
- helping to identify priority areas where international inputs are required;
- providing international expertise;
- helping to develop national capacities.

In this way, effective links are established between those requesting technical co-operation and those offering it. Within a region or subregion, this approach results in an original synthesis of bilateral and multilateral co-operation combining the advantages of each and avoiding their drawbacks.

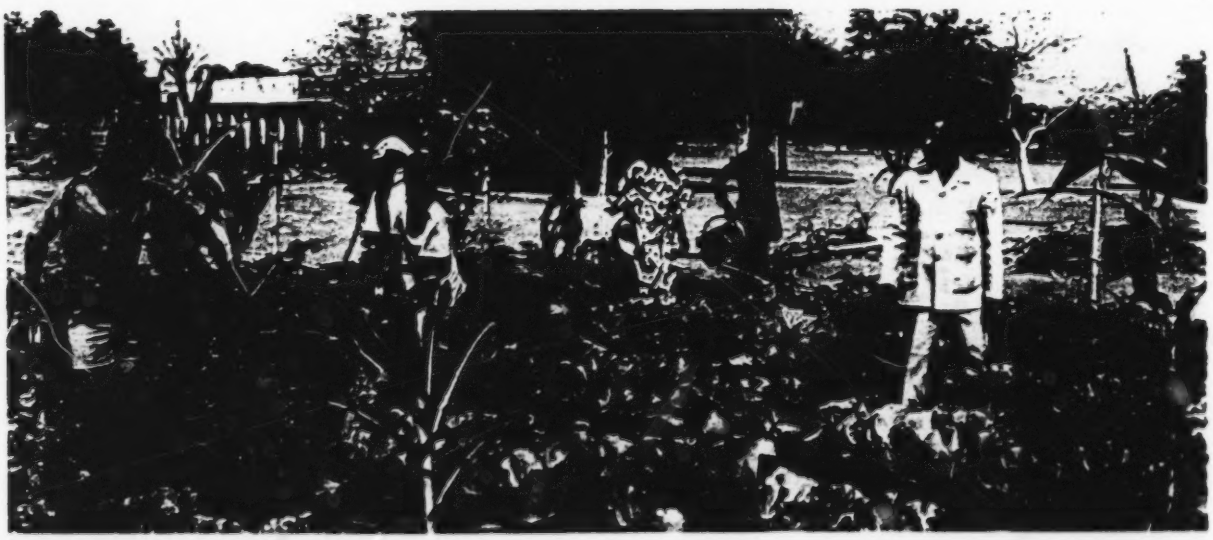
UNESCO, 1990-1993*
Co-operation for development in education

	TOTAL	For Least Developed Countries
Extrabudgetary Resources utilized (in millions of $)	155.4	55.0
Number of projects	636	212
Countries concerned	115	50**

* 1993 data have been estimated
** This figure includes all countries which during the period covered were recognized as LDCs

UNESCO's Education Country Studies since 1991

Albania
Angola
Benin
Burkina Faso
Cambodia
Chad
Congo
Dominican Republic
Gabon
Honduras
Lebanon
Maldives
Mali
Mauritius
Mozambique
Myanmar
Papua New Guinea
Philippines
Sao Tome and Principe
Sri Lanka
Viet Nam



Adult education project in a rural area

THE MAGPLANED PROGRAMME
An Innovatory Programme for the Preparation of Educational Reform in Madagascar

This programme is designed to establish support mechanisms for the reform of education in Madagascar, an objective being pursued in connection with a substantial loan from the World Bank for the general provision of basic education and the improvement of its quality, and for increasing the relevance and effectiveness of higher education.

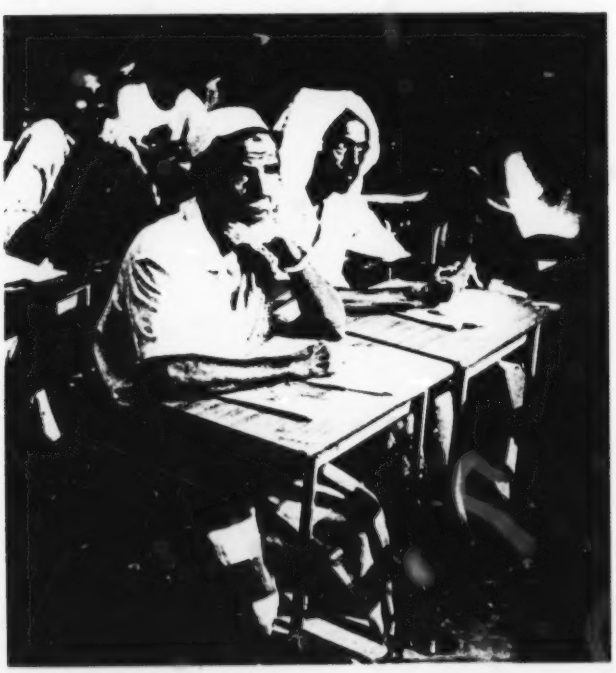
The programme is comprehensive because it covers all levels and types of education; it is coherent because it takes into account all aspects of management and planning: setting up of effective information systems, introduction of modern methods for staff management, budget programming and preparing for the start of a new school year, and strengthening the capability for examining and formulating policies. Continuing training of staff is the main priority and is the subject of a co-operation agreement between IIEP and a national institution (IMATEP).

The studies being carried out under the programme are used in the preparation of teaching materials, giving rise to a dynamic interaction between studies and training activities.

In order to broaden and clarify the debate in an highly political area, a strategy for communication and the exchange of views between all those with responsibilities in education is gradually being developed.

Lastly, the programme maintains close and permanent contacts with educational support agencies and the ministries concerned with a view to improving the effectiveness of aid by a better integration of the contributions from the various sources of finance.

Participants in the MAGPLANED Programme

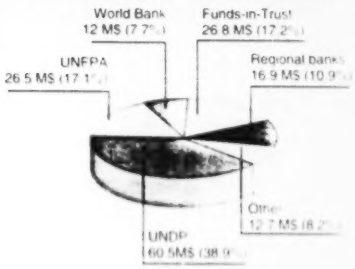


Adult literacy, Djibouti

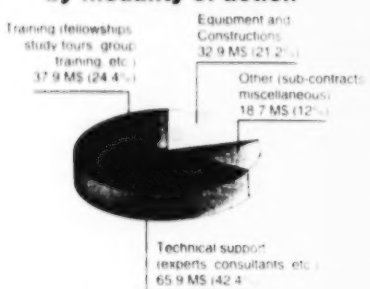
Literacy centre for rural women, Jordan

UNESCO, 1990-1993
Co-operation for development in education

Extrabudgetary resources* by source of financement

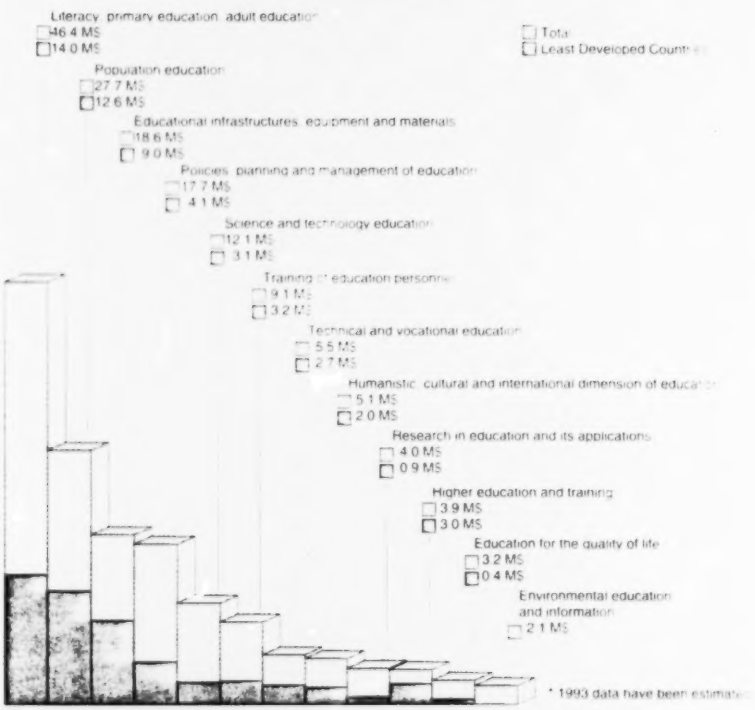


Extrabudgetary resources* by modality of action



Total amount: 155.4 MS

Extrabudgetary resources* by field of activity



* 1993 data have been estimated

Primary school, Nepal

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How can you participate in UNESCO's action?

This section contains practical information for individuals, national institutions, subregional institutions and non-governmental organizations indicating how they can co-operate with, or obtain information from, UNESCO.

Associated school in Zaire

The Participation Programme

The Participation Programme enables the Organization to associate itself with activities in pursuance of UNESCO's goals, carried out by Member States and different organizations and institutions.

This programme is designed to strengthen partnership between Member States, or between NGOs and UNESCO, by contributing mutually to its implementation. This co-operation is based on a written agreement between UNESCO and the government(s) or the intergovernmental organization or international non-governmental organization or institution concerned. Such agreements may also be concluded with a national commission for UNESCO when duly empowered by the government of the Member State or Associate Member making the request.

Participation may take a variety of forms: the provision of specialists or fellowships, or of equipment and documentation; the organization of meetings, conferences, seminars or training courses (translation and interpretation services, travel of participants or consultants, other services deemed necessary by common consent). UNESCO can also endeavour to meet exceptional situations through emergency assistance.

The Participation Programme is being increasingly used to fund activities aimed at supporting the development efforts of the Member States at the country level and at strengthening the national commissions. This is the reason for the substantial increase in the volume of its resources. In education alone these have been doubled, rising from $4 million to $8 million for the 1994-1995 biennium.

Participation at the grass-roots

In many countries opportunities exist to participate in activities aimed at backing up the work of UNESCO, for example through the UNESCO Clubs and the Associated Schools.

A guide to some of the activities of UNESCO Clubs

Listed below, as a guide, are some of the activities which have been successfully undertaken by UNESCO Clubs representing an extremely wide variety of members, age-groups and geographical locations.

- Providing information on the United Nations system, and especially on UNESCO.
- Participating in the International Years proclaimed by the United Nations or UNESCO and celebrating International or World Weeks and Days, including Human Rights Day; the International Day of Peace, the International Day for the Elimination of Racial Discrimination, World Health Day, Universal Children's Day, World Food Day, International Women's Day, International Teachers' Day, International Literacy Day and World AIDS Day.
- Action in favour of respect for human rights and the rights of children; and education for peace, human rights and democracy.
- Combating all forms of discrimination and stereotyping and promoting the status of women.
- Participating in campaigns for literacy, environmental protection, and preservation of the cultural heritage.
- Participating in international solidarity campaigns, in particular under the UNESCO Co-Action Programme, and setting up projects under the same Programme.
- Collecting and preserving traditional cultures, including oral traditions.
- Rural advancement, involving education for health and hygiene and proper dietary habits.
- Helping children from disadvantaged educational backgrounds with their school work.
- Promoting exchanges between young people.
- Sport, carried on in a spirit of "fair play".
- Organizing artistic troupes, dramatic groups and orchestras.
- Organizing a wide variety of competitions for essay-writing, poetry, photography, drawing, and other similar activities.

Women's football team, UNESCO Club, Mali

UNESCO Clubs

What are UNESCO Clubs?

UNESCO Clubs are groups of people of all ages and social and professional backgrounds who share UNESCO's ideals, endeavour to make it known and associate themselves with its work by undertaking activities directly inspired by those of the Organization. Up to 1993 there were about 4,000 Clubs in more than 110 countries representing different regions.

The UNESCO Club is a centre for lifelong education. It aims to get its members to think and to work with open-mindedness and an understanding of other people.

Most Clubs are to be found in secondary schools, with a few in primary schools or universities, although there are many for working men and women, organized in cultural or social centres, popular education movements, factories, workers' groups, libraries, information centres, voluntary associations, etc. A 'World Federation of UNESCO Clubs and Associations' was founded in 1981; its General Secretariat is located in Paris at UNESCO's Headquarters.

Relations between the Clubs and UNESCO

UNESCO's rule has always been to respect the Clubs' freedom. It therefore refuses to become unduly involved in their establishment and development.

However, it does try to help them whenever the occasion rises. UNESCO encourages initiative, suggests where it believes the establishment of new Clubs is desirable, replies to requests for advice on activity programmes. It attempts to establish a two-way flow of information with the Federations or Clubs. UNESCO makes available to all Clubs, free of charge, publications of general interest about the Organization.

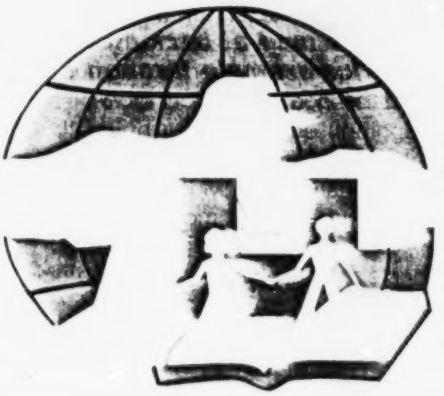
Those wishing to set up a UNESCO Club should get in touch with their National Commission which will give them the necessary information and advice.

The Associated Schools Project (ASP)

Since it was launched in 1953 the ASP network has been designed to strengthen the commitment of children and young people to actively strive to promote international understanding and peace. Participating schools are invited to organize programmes relating to educational pilot projects on one of four main themes: (i) the study of world problems and the role of the United Nations system in solving them; (ii) human rights; (iii) other peoples and their cultures; and (iv) the environment.

Associated Schools act as a springboard for the inclusion of UNESCO's ideals and concerns in school curricula.

In 1993, more than 2,800 schools in 114 countries belong to the network and the numbers are increasing every month.



Associated Schools Project logo

Practical Steps to Joining the Associated Schools Project (ASP)

Who can join?

Schools (pre-schools, primary schools, secondary schools including technical and vocational schools and teacher training institutions), can apply to the National Commission for UNESCO.

Conditions for joining ASP

Agreement to undertake an experimental educational project on one of ASP's four main themes of study for a minimum of two years and to report to UNESCO each year on results achieved.

UNESCO and Associated Schools

The schools accepted in the Project receive a certificate of participation signed by the UNESCO Director-General and regularly receive documentation provided by UNESCO, the United Nations and other United Nations bodies. UNESCO provides financial and technical assistance, upon request, for conducting workshops/seminars, the preparation/publication of teaching materials, study visits, etc.

What happens to the results of ASP projects and innovations?

Once they are evaluated as being effective and innovative they are to be introduced into the mainstream of the educational system, so that the ASP has a multiplying effect for the benefit of other schools in the country. At the international level, UNESCO reports on them in its newsletter Looking at the ASP and its bulletin International Understanding at School.

How to get more information on ASP?

Through the National Commission for UNESCO, UNESCO regional offices, or the UNESCO Secretariat.

New Initiatives

In many countries ancient craft professions reflecting deep cultural roots are disappearing and are being replaced by modern, industrialized goods. In an attempt to sensitize young people to the valuable role of craft professions in nurturing cultural identity, ensuring a link between the past and the present, developing an appreciation for aesthetics, craftsmanship, and enhancing our universal cultural heritage, an ASP interregional pilot project on education and craft professions is currently underway in several countries around the world.

THE ASP North/South Dialogue and Support Programme (NSP) provides schools with a unique opportunity to establish a direct link with a school in another continent interested in exchanging views and similar ideas on topics of world concern, promoting international understanding and taking part in solidarity projects.

Come Visit our Country is a new series of booklets prepared for young people and by young people. Each booklet presents ASP students' views of their family life, school life, community life, places of interest in their country, their preferences with regard to literature, music, films, etc., their preoccupations and aspirations for the future. Booklets on Sweden are now available and booklets on India, Morocco and Senegal will soon be available upon their publication.

The Co-action Programme

The Co-action Programme gives priority to the needs of women, disabled persons, refugees and other particular groups, in most cases the most underprivileged individuals in the least developed countries. The projects undertaken are usually on a smaller scale than technical co-operation projects; they concern essential facilities such as the provision of water supplies, or certain forms of literacy training or basic education. Their common aim is to improve the quality of life at the community level. All of them involve a degree of self-help and the full participation of local groups for their implementation. But their complete success depends on additional external aid.

In the Member States, many individuals and institutions in the private sector currently support this programme. However modest their aid – whether it is intended for the repair of a village school or the supply of a length of jute for young blind women – it is always a practical contribution to development.

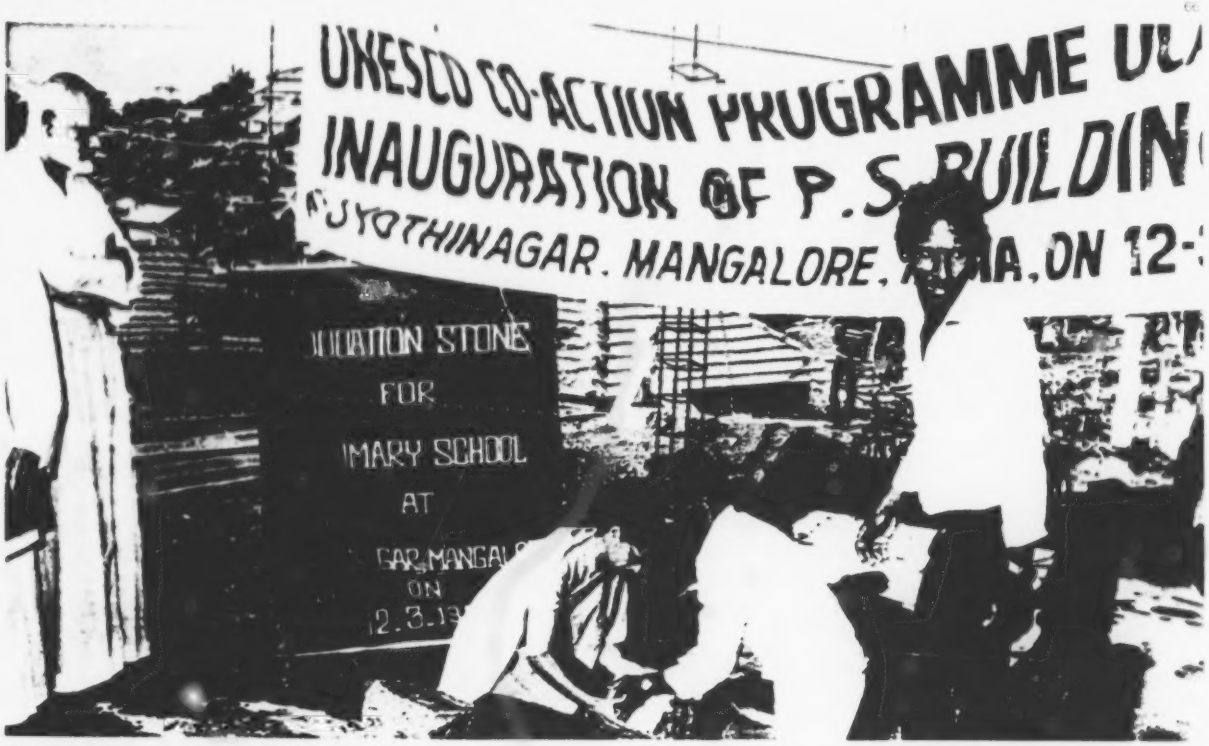
Every year, some one hundred projects receive financial aid through the UNESCO Co-Action Programme. For this purpose $1,000,000 are raised and distributed annually.

The programme is administered by a special section of the UNESCO Secretariat; all administrative costs are borne by UNESCO.

The UNESCO coupon system

UNESCO issues international coupons in US dollars, which can be used by research workers and students in weak-currency countries to purchase publications, textbooks, films, audio-visual material, scientific apparatus, machine tools, measuring instruments, etc., for educational, scientific and cultural purposes.

Some 10,000 suppliers and 2,000 institutions regularly use UNESCO coupons. The system is administered in each user country by a responsible body (usually the relevant National Commission for UNESCO).



Co-action Programme activity, Mangalore, India

How to Obtain Information on Education

The Clearing house service

UNESCO's worldwide action in education relies on the circulation and use of information produced and accumulated in the course of the implementation of its programmes. This information is carefully targeted to reach its various 'users', who range from schoolteachers in rural areas to major national, regional, or international institutions.

UNESCO has thus:

- established a computer-based network linking all its documentation centres in education, including those of associated institutions;
- established an active information exchange relationship with a growing number of national, regional, international institutions related to education;
- strengthened the International Network for Educational Innovation (INED);
- given support to national documentation centres.

Education fields covered include:

- literacy and adult education;
- training of educational personnel;
- science and technology teaching;
- higher education;
- structures, methods and teaching techniques;
- educational planning, financing and management of a types and at all levels;
- innovations and new themes, such as:
  - information and communication technologies in edu cation;
  - the relationship between education and the world c work;
  - education for the prevention of AIDS and drug abuse;
  - environmental and population education, etc.
- UNESCO activities and technical co-operation projects undertaken in the above-mentioned areas.

UNESCO Catalogues of documents and publications

What Services, and for Whom

Information services provided at Headquarters:

- periodical dissemination of the *UNESCO Catalogue of documents and publications* related to education to over 8,000 recipient institutions;
- servicing documentation requests received;
- preparation of specialized bibliographies and/or selective dissemination of documents and information;
- preparation of syntheses bearing on UNESCO activities in the various fields of education.

Who are the users of these services?

- national education institutions;
- international organizations;
- international, regional and national NGOs operating in the field of education;
- researchers, experts, consultants, as well as students from all countries;
- UNESCO staff.

What services were rendered by Headquarters during 1988-1993*?

- 873,000 documents mailed upon request;
- 115,000 documents distributed to visitors;
- 34,900 visitors received in the Information and Documentation Service;
- 22,700 bibliographical inquiries processed.

These figures have to be almost doubled when account is taken of similar services provided by field units and specialized UNESCO education institutes.

*1993 data have been estimated

UNESCO Documentation and Information Centres in Education*

Documentation and Information Service of the Education Sector (UNESCO)

Documentation and Information Unit International Bureau of Education (IBE)

Documentation Centre International Institute for Educational Planning (IIEP)

Documentation Centre UNESCO Institute for Education (UIE)

Documentation Service Regional Office for Education in Africa (BREDA)

Library Regional Office for Education in the Arab States (UNEDBAS)

Documentation and Library Principal Regional Office for Asia and the Pacific (PROAP)

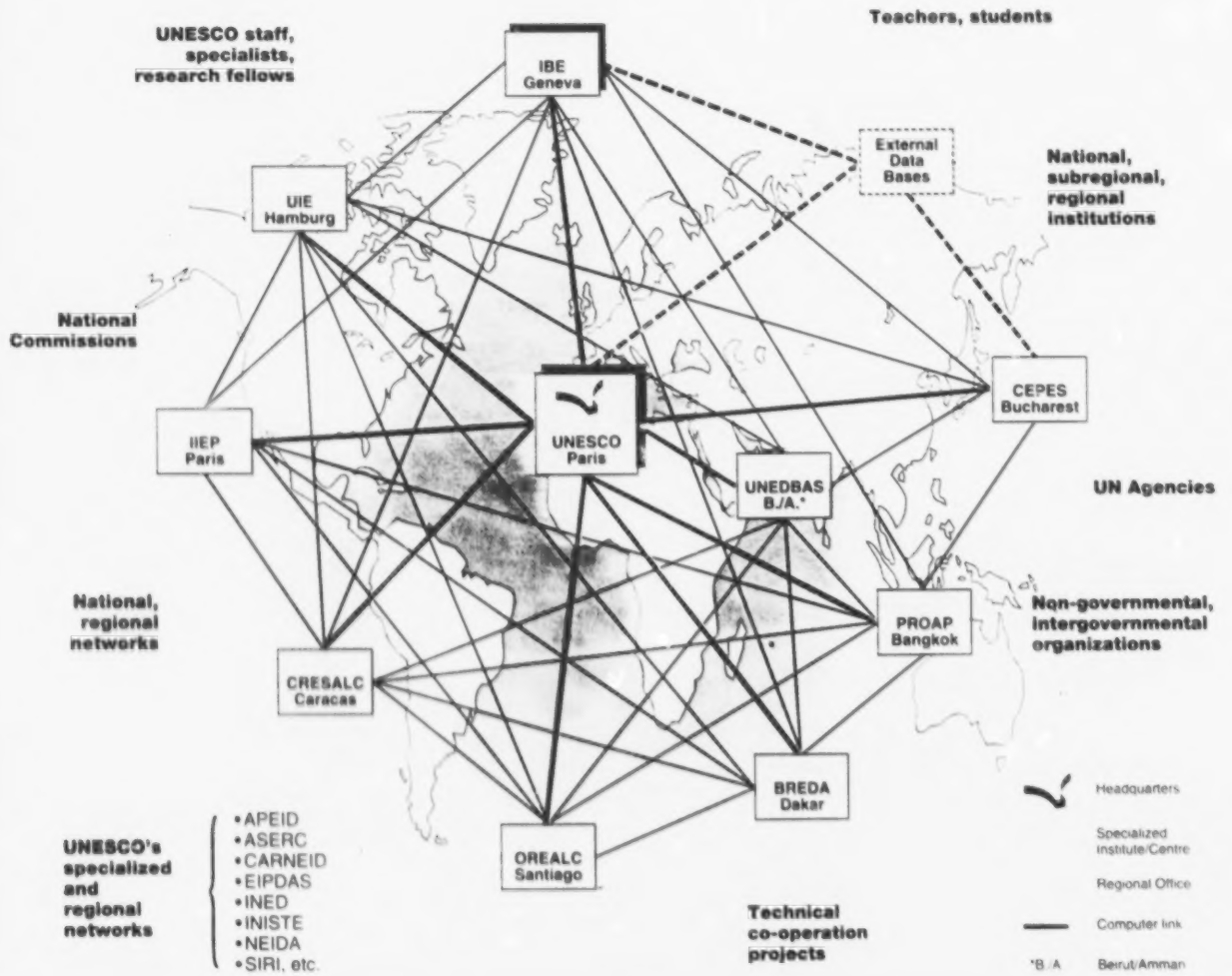
Documentation Centre European Centre for Higher Education (CEPES)

Educational Documentation Regional Office for Education in Latin America and the Caribbean (OREALC)

Information and Documentation Service Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC)

* Addresses are given on page 62

UNESCO Documentation and Information Network in Education



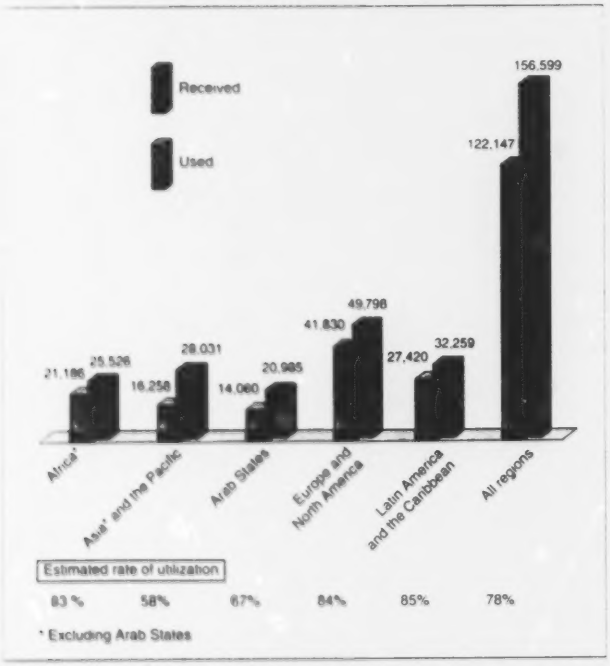
Evaluation of information services in education

UNESCO and the International Federation of Information and Documentation (FID) undertook, in 1991, an evaluation study aimed at assessing the '*level of satisfaction*' of the different users of UNESCO's educational information and documentation services. The study involved a representative sample of 400 end-users, and enabled to identify more accurately:

- the regional share of the services provided, and the estimated '*rate of utilization*' (78 per cent) of the services by end-users,
- priority subject fields of users,
- the most important categories of users,
- users' appreciation of the '*response time*' of the Organization (76 per cent positive).

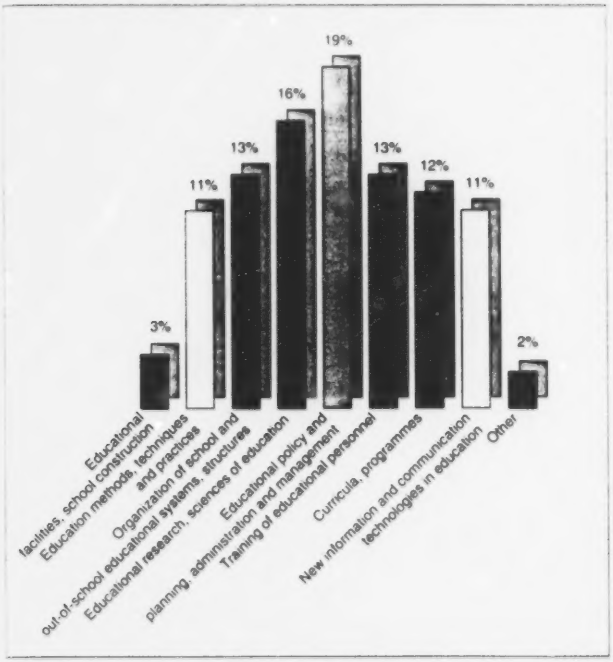
The findings allowed the Organization to better concentrate its efforts on priority areas of interest to users, and particularly in those regions which appear to benefit more from these services.

Number of documents distributed by region and estimated utilization rate, 1991



The estimation of the rate of utilization is based on the findings of an evaluation study on a sample of 400 end-users

Distribution by subject fields of documentation/information requests, 1991



Priority concerns of users are educational policy, planning administration and management related to Education for All.

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Prospects

Prospects, a quarterly review of education, was designed to supplement national periodical publications. It presents a very rich choice of international information and, from one issue to the next, promotes open dialogue, both universal and interdisciplinary, on current and future educational issues.

The Review is intended for national libraries, research and teacher-training institutes, teachers, researchers and students in international and comparative education, heads of educational research teams, those in charge of curricula and methods, planners, and international and regional educational support agencies.

Prospects averages 150 pages of text per issue and is published periodically in Arabic, Bulgarian, Chinese, English, French, Romanian, Russian and Spanish, and as anthologies in as many other languages.

Each issue has four sections:

- Viewpoints/Controversies
  Eminent internationally known individuals, not only specialists in education but also philosophers, anthropologists, economists, sociologists, biologists, etc., take a forward look at the contribution of their respective sciences to the science of education.
  Each time a comprehensive reform of an education system starts to yield results in a specific country, it is described and analyzed in this section.
- Open file
  Ten or so authors assess an important theme of current international interest, based on actual case-studies.
- Trends/Cases
  A critical presentation of new trends in education or of practical innovations that could be adopted by other countries.
- Profiles of educators
  Description of the thoughts and work of great educational thinkers, and discussion of their significance today.

Special Needs in the Classroom
- a teacher training resource pack -

UNESCO has launched a major international project to develop teacher education materials on special needs education in ordinary schools. Entitled "Special Needs in the Classroom", the project started following a huge demand from countries for assistance and advice on this issue.

One main outcome is a Teacher Education Resource Pack developed to help teachers respond positively to all children who experience difficulties in school. Including study materials, course leaders' guides and demonstration videos, the pack can be the basis for courses at both the pre-service and in-service levels.

The teaching approaches recommended in the resource pack are based on extensive research as to how all children can experience success in schools, whether disabled children or others who for a variety of reasons do not do well in school. Five major teaching strategies are advocated: active learning, negotiation of objectives, demonstration, practice and feedback, continuous evaluation and support.

Available in English, Spanish, Arabic and soon in French.

A Literate World

A literate world was published recently by UNESCO's International Bureau of Education (IBE). This 32-page brochure is an attempt to "popularize" the final report of the International Conference on Education, which met in Geneva in 1990 to discuss literacy.

A Selected Bibliography*

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EDUCATION AND KNOWLEDGE: BASIC PILLARS OF CHANGING PRODUCTION PATTERNS WITH SOCIAL EQUITY. Santiago de Chile, UNESCO/OREALC/ECLAC, 1992. 269 pp. (S)

INVESTING IN THE FUTURE. Setting educational priorities in the developing world. By J. Hallak. Paris/London, UNESCO/IIEP/Pergamon Press, 1990. 303 pp. (F, S)

STATISTICAL YEARBOOK / ANNUAIRE STATISTIQUE / ANUARIO ESTADISTICO 1992. Paris, UNESCO, 1992. (various pagination.) (Trilingual: E,F,S.)

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* (A, E, F, R, S) denotes also available in Arabic, English, French, Russian and Spanish.

TEACHER EDUCATION RESOURCE PACK
ALPHA 92
World Education Report 1993
EDUCATION AND KNOWLEDGE
Education for AIDS Prevention
Education pour la prévention du SIDA
Assessing learning achievement
Knowing and doing
HANDBOOK
Values and Ethics and the Science and Technology Curriculum

Periodicals

PROSPECTS: quarterly review of education

Quarterly. It is intended for specialists and all those interested in education in all its socio-economic and cultural contexts.
Available in Arabic, English, French and Spanish.
Yearly subscription: 150 FF.
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Subscription Service
UNESCO,
1, rue Miollis, 75732 PARIS Cedex 15, France.

INTERNATIONAL REVIEW OF EDUCATION / INTERNATIONALE ZEITSCHRIFT FUR ERZIEHUNGSWISSENSCHAFT / REVUE INTERNATIONALE DE PEDAGOGIE

Quarterly. Published by the UNESCO Institute for Education (UIE).
Articles in English, French or German. Résumés in English, French and German.
Yearly subscription: US$161.50.
Developing countries: US$71.
Kluwer Academic Publishers Group,
P.O. Box 322,
3300AH DORDRECHT, The Netherlands.

BULLETIN DU BUREAU INTERNATIONAL DE L'EDUCATION / BULLETIN OF THE INTERNATIONAL BUREAU OF EDUCATION

Quarterly. Published by the International Bureau of Education (IBE). It is intended for specialists in education and documentalists. Each issue deals with a specific theme and contains a selected annotated bibliography on works published throughout the world.
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UNESCO,
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BULLETIN OF THE MAJOR PROJECT OF EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Four-monthly. Published by the UNESCO Regional Office for Education in Latin America and the Caribbean.
Available in English and Spanish.
Yearly subscription: US$20.
OREALC,
Casilla 3187, SANTIAGO DE CHILE, Chile.

L'EDUCATION NOUVELLE

Four-monthly. Published by the UNESCO Regional Office for Education in the Arab States.
Available in Arabic with résumés in French.
Yearly subscription: US$9.
UNEDBAS,
P.O. Box 2270, Wadi Saqra, AMMAN, Jordan.

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Twice yearly. Published by the UNESCO Regional Centre for Higher Education in Latin America and the Caribbean.
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CRESALC,
Apartado postal 68394, CARACAS 1062 A, Venezuela.

HIGHER EDUCATION IN EUROPE

Quarterly. Published by the European Centre for Higher Education (CEPES).
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Yearly subscription: US$50.
The Romanian Bank for Foreign Trade (BRCE),
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INTERNATIONAL SOCIAL SCIENCE JOURNAL

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UNESCO - AFRICA
Twice yearly. Published by the UNESCO Regional Office for Education in Africa.
Available in English and French.
Yearly subscription: 9 FF.
BREDA,
B.P. 3311, DAKAR, Senegal.

Information notes free of charge - Selective list

EFA 2000

Quarterly. Published for the Secretariat for the International Consultative Forum on Education for All.
Published in Arabic, English, French and Spanish.
Available from the EFA Forum Secretariat at UNESCO Headquarters.

IIEP NEWSLETTER

Quarterly. Published by the International Institute for Educational Planning.
Available in English, French, Russian and Spanish.
IIEP,
7-9, rue Eugène-Delacroix, 75116 PARIS, France.

BULLETIN OF THE UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC

Yearly. Published by the UNESCO Principal Regional Office for Asia and the Pacific.
Available in English.
PROAP,
P.O. Box 967, BANGKOK 10110, Thailand.

INTERNATIONAL UNDERSTANDING AT SCHOOL *

Twice yearly. Published by the UNESCO Associated Schools Project.
Available in Arabic, English, French and Spanish.

CONNECT *

Quarterly. Published by UNESCO and the United Nations Environmental Programme (UNEP).
Available in Arabic, Chinese, English, French, Russian and Spanish.

INISTE *

Quarterly. Information Bulletin in science and technology education.
Available in Arabic, English, French, Russian and Spanish.

PRIORITY : AFRICA *

Twice yearly. Published in the framework of the 'Priority Africa' programme concerning the development of human resources in Africa.
Available in Arabic, English, French, Portuguese and Swahili.

UNESCO SOURCES

Monthly. Published in Catalan, English, French, Portuguese and Spanish.
Available from the Office of Public Information at UNESCO Headquarters.

* Available from the Documentation and Information Service of the Education Sector at UNESCO Headquarters.

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Glossary of Abbreviations

ABEGS	Arab Bureau of Education for the Gulf States
AIDS	Acquired Immune Deficiency Syndrome
ALECSO	Arab League Educational, Cultural and Scientific Organization
APEID	Asia and Pacific Programme of Educational Innovation for Development
APPEAL	Asia-Pacific Programme of Education for All
ARABUPEAL	Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the year 2000
ASERC	AIDS School Education Resource Centre
ASP	Associated Schools Project
ATD	International Movement 'Aide a toute detresse' Fourth World
BREDA	Regional Office for Education in Africa
CARNEID	Caribbean Network of Educational Innovation for Development
CEPES	European Centre for Higher Education
CODIESEE	Co-operation in Research and Development for Educational Innovation in South-East Europe
CORDEE	Co-operation for Reinforcing the Development of Education in Europe
CRESALC	Regional Centre for Higher Education in Latin America and the Caribbean
ECA	Economic Commission for Africa
ECE	Economic Commission for Europe
ECLAC	Economic Commission for Latin America and the Caribbean
EFA	Education for All
EIPDAS	Educational Innovation Programme for Development in the Arab States
EIS	Education Information System
EPMS	Educational Policy Making, Planning, Management and Statistics
ESCAP	Economic and Social Commission for Asia and the Pacific
ESCWA	Economic and Social Commission for Western Asia
EUROSTAT	Statistical Office of the European Communities
FAO	Food and Agriculture Organization of the United Nations
FID	International Federation for Information and Documentation
FISE	World Federation of Teachers' Union
IAEA	International Atomic Energy Agency
IBE	International Bureau of Education
ICE	International Conference on Education
ICET	International Council on Education for Teaching
IFFTU	International Federation of Free Teachers' Unions
IFOMA	Innovation, Training, Educational Materials
IIEP	International Institute for Educational Planning
ILO	International Labour Organisation
IMATEP	Malagasy Institute of Planning Techniques
INED	International Network for Educational Information
INFORMAFRICA	Informatics in the Service of the Development of Education in Africa
INISTE	International Network for Information in Science and Technology Education
ISESCO	Islamic Educational, Scientific and Cultural Organization
ITEC	Information Technology in Education of Children
ITU	International Telecommunication Union
JIP	Joint Innovative Project
LDC	Least Developed Country
MAB	Man and Biosphere Programme
MAGPLANED	Programme for the Improvement of Educational Planning in Madagascar
NEIDA	Network of Educational Innovation for Development in Africa
NGO	Non-governmental Organization
NSP	North/South Dialogue and Support Programme
OAS	Organization for American States
OECD	Organisation for Economic Co-operation and Development
ORCALC	Regional Office for Culture in Latin America and the Caribbean
OREALC	Regional Office for Education in Latin America and the Caribbean
PICPEMCE	Regional Network for the Pre- and In-Service Training of Educational Personnel
PROAP	Principal Regional Office for Asia and the Pacific
PROCEED	Programme for Central and Eastern European Development
REDALF	Regional Network for Training Personnel and Providing Support for Literacy and Adult Education Programmes
REPLAD	Regional Network for Training, Innovation and Research in the Planning and Administration of Basic Education and Literacy Programmes
ROBDAP	Regional Office for Book Development in Asia and the Pacific
ROSTA	Regional Office for Science and Technology in Africa
ROSTAS	Regional Office for Science and Technology in the Arab States
ROSTE	Regional Office for Science and Technology in Europe
ROSTLAC	Regional Office for Science and Technology in Latin America and the Caribbean
ROSTSCA	Regional Office for Science and Technology in South and Central Asia
ROSTSEA	Regional Office for Science and Technology in South-East Asia
SHARE	Scheme of Humanitarian Assistance for Refugee Education
SIRI	Regional Information System in Latin America and the Caribbean
TCDC	Technical Co-operation among Developing Countries
UIE	UNESCO Institute for Education
UN	United Nations
UN-NADAF	United Nations New Agenda for the Development of Africa in the 1990s
UNAMAZ	Association of Amazonian Universities
UNDCP	United Nations Drug Control Programme
UNDP	United Nations Development Programme
UNEDBAS	Regional Office for Education in the Arab States
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	UNESCO International Project on Technical and Vocational Education
UNFPA	United Nations Population Fund
UNHCR	Office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNICOM	Pan-European Electronic Network
UNIDO	United Nations Industrial Development Organization
UNITWIN	University Twinning
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UNU	United Nations University
USAID	United States Agency for International Development
USEIT	Use in Systems of Education of Information Technologies
VBEC	Village Basic Education for All Centres
WCCD	World Commission on Culture and Development
WCOTP	World Confederation of Organizations of the Teaching Profession
WCT	World Confederation of Teachers
WFP	World Food Programme
WHO	World Health Organization
WIPO	World Intellectual Property Organization
WMO	World Meteorological Organization
YCP	Young Child and the Family Environment

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